

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingsway Junior School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	27% (64)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024 This is Year 3 of a 3 Year plan – funding for second year indicated only
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Beale (Head)
Pupil premium lead	Amanda Akers (INCO)
Governor / Trustee lead	Zoe Brunt lead for Pupil Premium – Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87300
Recovery premium funding allocation this academic year	£6,488
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,788

Part A: Pupil premium strategy plan

Statement of intent

Attendance

‘Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.

That’s why school attendance is so important and why the Government is committed to tackling the issues that might cause some children to miss school unnecessarily.’ DFE, 2023

<https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/>

Reading

- **According to the [National Literacy Trust](#) a major 16% of adults are considered to be ‘functionally illiterate’ in the United Kingdom. Literacy levels are falling among the younger generations and it is stated that 1 in 5 adults struggle to read and write.**

Maths

“With so many people viewing maths and numeracy as either a talent gifted to the few, or something that isn’t essential to work or home life it’s not surprising that there is a reluctance to invest time and effort in improving numeracy levels. However, we know from experience that even a small investment can make a significant difference to people’s confidence and ability with numbers, and this in turn has a positive knock-on effect to many areas of life, from careers and financial management to mental health.”

– Mike Ellicock, Chief Executive of National Numeracy

Our top priority at Kingsway Junior School, is that all pupils leave primary school with adequate knowledge and skills to equip them for life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We do not want our pupils to be part of the adult population with poor literacy and numeracy skills, as we know the negative effect this may have on their future.

Our intent is that all disadvantaged pupils, including higher attainers, attend school, will make accelerated progress in reading and maths, and as a result, more pupils will be working at age related or above.

By considering the challenges to achievement in reading and maths for all disadvantaged pupils, and by developing strategies to overcome these challenges, we will increase the proportion of pupils in our school who achieve reading and mathematical success. Our intention is that these strategies will benefit outcomes for non-disadvantaged pupils, alongside their disadvantaged peers, where funding is spent on whole-school approaches. The strategies are:

- high quality first classroom teaching
- precisely targeted interventions
- Initiatives to improve engagement and attendance.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led National Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged peers.

Our approach will meet both common and individual needs, rooted in robust diagnostic assessment, not assumptions or labels. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	<p>Our data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged. The number of disadvantaged pupils persistently absent is considerably greater than non-disadvantaged.</p> <p>Absenteeism is negatively affecting disadvantaged pupil progress.</p> <p>.</p>
2.	Pupils with SEND needs generally have greater difficulty accessing the curriculum and emotional literacy.
3	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
4.	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics ,

	language comprehension and maths , than their peers. This negatively impacts their development as readers and mathematicians.
	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5.	Our assessments and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths .

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: -the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced by 2% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged being no more than 3% lower than their peers
High quality teaching meets the needs of all pupils, including SEND	Pupils with SEND needs access the curriculum through high quality teaching that meets their areas of need.
Improved oral language skills and vocabulary among disadvantaged pupils.	Significantly improved oral language among disadvantaged pupils. This will be evident through engagement in lessons, discussion with pupils, book scrutiny and ongoing formative assessment.
Improved reading and maths attainment for disadvantaged pupils by the end of KS2 so the gap closes between their non-disadvantaged peers.	Pupil premium pupils make accelerated progress in reading so that they are able to close the attainment gap within the school. KS2 maths outcomes in 2023 show more than 80% pupils to achieve the expected standard.

To achieve and sustain wellbeing for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent questionnaires and teacher observations -a significant reduction in behaviour incidents and bullying -a significant increase in participation in enrichment activities, particularly among disadvantaged.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)





Budgeted cost: £ 63,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessment.</i></p> <p><i>CPD for staff</i></p> <p>£1000</p>	<p>Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Reading – YARC assessment tool</p> <p>Maths – Herts diagnostic tool</p> <p>Wellbeing – Emotional Literacy GL assessments</p>	1,2,3,4
<p><i>Quality First Teaching, particularly in reading and maths – Research driven from CPD to classroom practice.</i></p> <p>£50,000 (additional staff, CPD, monitoring, pupil progress meetings, TLA, SLT support,</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF High Quality Teaching).</i></p> <p><i>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial (EEF High Quality Teaching).</i></p> <div> <div> Metacognition and self-regulation </div> <div> </div> <div> Very high impact for very low cost based on extensive evidence </div> <div> </div> </div>	1,2,3,4,6

<p><i>catch up curriculum</i></p> <p>£5000</p> <p><i>IT resources to support high quality teaching.</i></p>	<p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+6</p> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p> <p>Using Digital Technology to Improve Learning - EEF</p> <div> <div> <p>1</p> <p>Consider how technology will improve teaching and learning before introducing it</p> </div> <div> <p>2</p> <p>Technology can be used to improve the quality of explanations and modelling</p> </div> <div> <p>3</p> <p>Technology offers ways to improve the impact of pupil practice</p> </div> <div> <p>4</p> <p>Technology can play a role in improving assessment and feedback</p> </div> </div> <p>Homework</p> <p>High impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>							
<p><i>Embedding oral language and vocabulary in teaching through the use of 'book talk', high quality texts to be used throughout the school to increase pupils oral language skills and vocabulary</i></p> <p>£4000</p> <ol style="list-style-type: none"> 1. <i>phonics books matched,</i> 2. <i>reading levelled books</i> 3. <i>Books for interest</i> 	<p>Reading and vocabulary is a key focus at Kingsway. Having access to high quality texts will lead to a wider range of vocabulary (both in class and through interventions).</p> <p>Teachers to use 'book talk' and model vocabulary through all aspects of school life.</p> <p>Oral language</p> <table border="1"> <thead> <tr> <th>Implementation cost</th> <th>Evidence strength</th> <th>Impact (months)</th> </tr> </thead> <tbody> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6 months</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject specific. 2. Identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+6</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months	<p>1,2,3, 4</p>
Implementation cost	Evidence strength	Impact (months)						
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months						

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require further support.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Letters and Sounds programme (currently) to be replaced in Spring 2022 by Little Wandle	1,2,3
	<div>Phonics</div> <div>High impact for very low cost based on very extensive evidence</div> <div>   <div>+5</div> </div>	
<i>School-led tutoring in reading (including phonics) and maths</i>	COVID related disruption has had an impact of schooling and outcomes. Catch up funding to be used with targeted pupils that need additional, intensive input to support and accelerate attainment and progress in reading and maths. Evidence- "On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1,2,3 4
	<div>Small group tuition</div> <div>Moderate impact for low cost based on moderate evidence</div> <div>   <div>+4</div> </div>	

<p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>		
<p><i>Programme of intervention for maths, oral language and reading.</i></p>	<p>Use improving mathematics in Key Stage 2 and 3's 8 recommendations to identify and implement a successful maths intervention programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading - Purchase, train and implement Hertfordshire's Reading Fluency Project</p> <p>Maths – Maths support programme</p> <p>Oral language intervention programme – based on UCL study.</p>	<p>1,2,3,4</p>
	<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+6</p>	
	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Embedding principles of good practice set out in DFE's 'working together to improve school attendance'.</i></p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	5
<p><i>Staff training</i></p> <p><i>Attendance/Pastoral support officers appointed</i></p> <p><i>Engage hard to reach families</i></p>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <hr/> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p>	
<p><i>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.</i></p> <p><i>Pastoral support lead</i></p> <p><i>Family Support Worker</i></p> <p><i>Safe space counselling, alongside staff</i></p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4,5
	<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <hr/> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p>	
<p><i>Provide a chrome book for Y3 PPG pupils for use at home throughout their time at Kingsway.</i></p>	<p>The previous lockdowns has highlighted the technology gap. Pupils without devices are unable to access the Google Classroom learning from home.</p>	1,2,3,6

1

Consider how technology will improve teaching and learning before introducing it



2

Technology can be used to improve the quality of explanations and modelling



3

Technology offers ways to improve the impact of pupil practice



4

Technology can play a role in improving assessment and feedback



<p>Contingency fund for acute issues, such as:</p> <ul style="list-style-type: none"> -subsidise trips -subside before and after school clubs -music lessons - visitors 	<p>We have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified but may be in response to conversations with parents regarding support needed.</p> <p>Ensuring all pupils have access to a wide range of experiences not only enhances their life skills and knowledge but increases their cultural capital.</p>	All

Total budgeted cost: £ 93,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Challenge 1 – Attendance

2022-23

Non pupil premium	Pupil premium	Whole school	Gap between PP and non PP attendance
95.4%	92.1%	94.5%	3.3%

2021-22

Non pupil premium	Pupil premium	Whole school	Gap between PP and non PP attendance
94%	90.4%	93.1%	3.6%

Attendance strategies in place benefitted all pupils with an improvement of both overall attendance and attendance of disadvantaged pupils. The gap closed by 0.3% over the last year.

Challenge 2 – provision for pupils with SEND

Many of our PP pupils also have SEND barriers as well. These are being addressed through high quality teaching, in class support, reading fluency, phonics, maths intervention or oral language programmes. In addition, staff continue to have 'up-to date' training for specific needs throughout the academic year.

Challenge 3 - Improved oral language skills and vocabulary among disadvantaged pupils

Challenge 4 – reading, writing and maths attainment for disadvantaged pupils by the end of KS2 so the gap closes between their non-disadvantaged peers.

End of KS2 outcomes for PP pupils

Year 6

Average scaled score

Average scaled score	21-22 11 chn	22-23 16 chn	Non PP 47 chn
Attainment	99.5	100.4	104.8
progress	-2.6	0.0	+0.7

KS2 Attainment Percentages 2022-23

	Whole cohort	PP	National
Reading	71%	50%	73%
Writing	79%	68%	71%
Maths	70%	43%	73%
Combined	66%	37.5%	59%

Progress End of KS2

Progress measures 2023	Kingsway		Herts		National	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
Reading	1.08	0.38	-0.90	0.77	-0.86	0.43
Writing	3.62	0.13	-1.69	0.01	-0.67	0.34
Mathematics	-0.10	2.48	-1.71	0.58	-1.02	0.48

Pupil progress measures from the End of KS1 to the end of KS2 show that pupil premium pupils made better progress in reading and writing than non-pupil premium pupils. The gap in attainment still exists.

Challenge 5 – Wellbeing of pupils

Pupil voice tells us that pupils feel safe, have adults to talk to, enjoy school and know how to keep themselves safe. Outcomes of parent voice echo these views.

Behaviour incidents have decreased significantly over time.

Staff have received trauma training, attachment awareness and Hertfordshire's therapeutic steps to behaviour.

Children are engaging in a wide range of clubs before and after school as well as attending school trips and other enrichment opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rights Respecting School	UNICEF
X Tables Rockstars	TT Rockstars
Reading Fluency Programme	Herts for learning
Phonics Programme	Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupils
What was the impact of that spending on service pupil premium eligible pupils?	No service pupils