

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	232
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 3 Year plan – funding for first year indicated only
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Beale
Pupil premium lead	Christy Johnson
Governor / Trustee lead	Joan Holyoak – lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92380

Part A: Pupil premium strategy plan

Statement of intent

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.

Catch up for 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, 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and language comprehension than their peers. This negatively impacts their development as readers.
3	Our assessments 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 .
4	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 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. Absenteeism is negatively affecting disadvantaged pupil progress.
6.	Access to technology outside of school.

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
Improved reading attainment among disadvantaged pupils.	<p>Pupil premium pupils make accelerated progress in reading so that they are able to close the attainment gap within the school.</p> <p>KS2 reading outcomes in 2022 show more than 80% of all pupils to achieve expected standard by the end of Year 6.</p>
Improved maths attainment for disadvantaged at the end of KS2.	<p>KS2 maths outcomes in 2022 show more than 80% pupils to achieve the expected standard.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Significantly improved oral language among disadvantaged pupils. This will be evident through engagement in lessons, discussion with pupils, book scrutiny and ongoing formative assessment.</p>
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.

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: £ 70,000 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, catch up curriculum)</p> <p>£5000 IT resources to support high quality teaching.</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> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+7</p> </div> <div> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+6</p> </div> <div> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+5</p> </div> </div> <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>	1,2,3,4,6

	<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). Teachers to use 'book talk' and model vocabulary through all aspects of school life.</p> <p>Oral language</p> <table> <tr> <th>Implementation cost</th><th>Evidence strength</th><th>Impact (months)</th></tr> <tr> <td>£ £ £ £ £</td><td>£ £ £ £ £</td><td>+6 months</td></tr> </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	1,2,3,4
Implementation cost	Evidence strength	Impact (months)						
£ £ £ £ £	£ £ £ £ £	+6 months						

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









Budgeted cost: £ 13,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further support.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Letters and Sounds programme (currently) to be replaced in Spring 2022 by Little Wandle</p> <table> <tr> <th>Phonics</th><th>Evidence strength</th><th>Impact (months)</th></tr> <tr> <td>High impact for very low cost based on very extensive evidence</td><td>£ £ £ £ £</td><td>+5</td></tr> </table>	Phonics	Evidence strength	Impact (months)	High impact for very low cost based on very extensive evidence	£ £ £ £ £	+5	1,2,3
Phonics	Evidence strength	Impact (months)						
High impact for very low cost based on very extensive evidence	£ £ £ £ £	+5						

<p><i>School-led tutoring in reading (including phonics) and maths</i></p>	<p>COVID related disruption has had an impact of schooling and outcomes.</p> <p>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.</p> <div data-bbox="399 353 1412 660"> <div> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <div> </div> <div>+5</div> </div> <div> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <div> </div> <div>+4</div> </div> </div>	<p>1,2,3 4</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> <div data-bbox="399 1615 1412 1944"> <div> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <div> </div> <div>+6</div> </div> <div> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <div> </div> <div>+4</div> </div> </div>	<p>1,2,3, 4</p>

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

Budgeted cost: £15,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in DFE's improving school attendance advice</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
<i>Staff training</i>	<div> Parental engagement <div>   <div>+4</div> </div> <p>Moderate impact for very low cost based on extensive evidence</p> </div> <hr/> <div> Social and emotional learning <div>   <div>+4</div> </div> <p>Moderate impact for very low cost based on very limited evidence</p> </div>	
<i>Attendance/Pastoral support officers appointed</i>		
<i>Engage hard to reach families</i>		
<i>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.</i> <i>Pastoral support lead</i> <i>Family Support Worker</i> <i>Safe space counselling, alongside staff</i>	<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
	<div> Behaviour interventions <div>   <div>+4</div> </div> <p>Moderate impact for low cost based on limited evidence</p> </div> <hr/> <div> Social and emotional learning <div>   <div>+4</div> </div> <p>Moderate impact for very low cost based on very limited evidence</p> </div>	

<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>	<p>1,2,3,6</p>
<div> <div> 1 Consider how technology will improve teaching and learning before introducing it </div> <div> 2 Technology can be used to improve the quality of explanations and modelling </div> <div> 3 Technology offers ways to improve the impact of pupil practice </div> <div> 4 Technology can play a role in improving assessment and feedback </div> </div>		
<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>	<p>All</p>

Total budgeted cost: £ 92,380

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 2020 to 2021 academic year.

Despite a high proportion of our pupils being identified as disadvantaged and the challenges faced with the COVID 19 pandemic, disadvantaged pupils have continued to make good progress

Due to COVID, SATS 2021 were cancelled. The following data was submitted to County

End of KS2 outcomes (2021) - Submitted to the Local Authority

73.7% of disadvantaged pupils achieved Expected Standard (EXS) or greater in Reading

85% of all pupils achieved the EXS or greater in Reading

73.7% of disadvantaged pupils achieved EXS or greater in Writing

85% of all pupils achieved the EXS or greater in Writing

73.7% of disadvantaged pupils achieved EXS or greater in Maths

78% of all pupils achieved the EXS or greater in Maths

Intended outcome	Impact
Accelerated rates of progress in Reading, Writing and Maths.	<p>Chrome books allocated to all disadvantaged pupils that did not have access during the lockdowns. This enabled these pupils to participate in online lessons and submit learning to the class teacher. 1:1 reading sessions and interventions were also offered to disadvantaged pupils.</p> <p>In the January 2021 lockdown, all disadvantaged pupils were invited to attend school. Around 35% of the school population attended school.</p> <p>On return to school, Reading and Maths tutoring took place for disadvantaged pupils after school by school led qualified teachers. Interventions before school also took place for disadvantaged pupils. These pupils were tracked and made good progress as a result of tutoring/interventions.</p>

	Despite COVID 19 affecting a small part of the school year, pupils have continued to make good progress in Reading, Writing and Maths.
Kingsway to take part in a two-year programme that supports accelerating progress and attainment for vulnerable and disadvantaged pupils.	Achievement for All has supported us in having structured conversations with parents to identify these barriers and put plans into place to break down the barriers.
To continue to improve attendance so that disadvantaged pupils attend school regularly and on time in line with all pupils at Kingsway Juniors.	Attendance meetings with parents continued to take place. Attendance was closely monitored during school closure and as well as online lessons to ensure pupils were accessing learning from home.
Enhance the cultural capital of our pupils through a wide and varied range of experiences that they might not have access to.	COVID 19 did mean that some planned experiences were not able to take place. However, we ensured that we had visits from theatre groups, sports experts and other external providers to enhance our pupils' cultural capital when schools reopened. Our Year 6 pupils enjoyed their week-long PGL experience.

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
Achieving schools – closing the gap – disadvantaged pupils	Achievement for All
Achieving Wellbeing	Achievement for All
Rights Respecting School	UNICEF
X Tables Rockstars	TT Rockstars

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