

## Kingshill Church School Pupil premium Strategy Statement 2021-2022

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

### School overview

<b>Total number of pupils in school</b>	162
<b>Proportion of disadvantaged pupils</b>	28%
<b>Proportion of disadvantaged pupils who have SEND</b>	30% of PP
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	2021-24
<b>Publish date</b>	October 2021
<b>Review date</b>	July 2022
<b>Statement authorised by</b>	Jan Thomson – Headteacher  Anthony Fletcher Rogers – Chair of Governors
<b>Pupil Premium lead</b>	Steph Foxwell
<b>Governor lead</b>	Anthony Fletcher -Rogers

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56 700
Tuition and Recovery premium funding allocation this academic year	£4253 £6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£67478

## Part A: Pupil Premium Strategy Plan

### Statement of Intent – Over 3 Years

At Kingshill Church School, we aim to secure effective teaching and learning for all and enhance achievement and well-being, irrespective of personal circumstances. We have a clear philosophy that we want to provide children with opportunities that they may not always have access to. Our Pupil Premium funding, therefore, is spent on children in support of this aim. Our school leadership and governance values the quality of teaching and learning as its core purpose. This implies the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement. We aim to work effectively with every pupil; we support them where necessary to overcome academic or emotional barriers that could prevent optimum progress. We want to enable all pupils to participate in the full range of activities offered within and beyond school to ensure they have the very best learning experience and make outstanding progress. All members of staff are committed to meeting their pastoral, social and academic needs within the school environment.

### Challenges

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

Challenge	Detail of challenge
1	Pupils in EYFS and KS1 struggle to acquire phonics skills due to fewer opportunities to apply these skills at home as well as limited oracy and language acquisition in school. Some do not read regularly at home. This is a barrier for children eligible for the pupil premium funding.
2	SEND issues
3	The progress of a number of children eligible for pupil premium funding, has been impacted by the pandemic and they are not achieving their potential in english and/or maths
4	The attendance for many PP students is good, but we have some children who have low attendance, are persistently absent or below 95/90 due to illness or SEMH issues.
5	SEMH issues. Some of the children are subject to difficulties in emotional regulation that could have an impact on their academic outcomes. This includes high ability children. This may have been exacerbated by Covid related issues and Lockdown.

## 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.

Challenge	Intended outcome	Success criteria
1	All PP children will access high quality teaching of phonics and reading and where necessary, children will receive support/intervention to keep up rather than catch up. Impact will be monitored and records kept on new individual reading record sheet in classrooms.	Children will meet the age-related expectations for phonics and will make at least expected progress in reading.
2	PP children with SEND will be identified and the required support and intervention will be in place and monitored through ILP targets and intervention record sheets.	Children will be making at least expected progress from their starting points. Families will be met with termly and supported with how to help at home.
3	Use teacher assessment and PIRA and PUMA tests to identify the PP children who are not reaching their potential in reading, writing and maths. Plan and implement targeted, specific interventions to close gaps or use pre/post teaching to ensure children make accelerated progress during the year.	Children identified receive interventions which are measured and monitored for impact.
4	Fully implement the attendance policy and use EWO to support those families who need it to improve their attendance and punctuality.	Pupil Premium absence will be in line with non-Pupil Premium absence.
5	PP children receive the necessary support they need to regulate their emotions and steps are taken to reduce anxieties in school.	Children are identified and are able to access the required support within school.

## Activity in this academic year 2021-2022

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: £ 12000 staff costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for specific pupils through to ensure pupils reach their learning potential to GLD, ARE or GD in reading, writing, phonics and maths	EEF + 8 months	1,2,3
Staff training on development of phonics and spelling across the school. Use of phonics Tracker	EEF Phonics focus +5 months	1,2
English leader focus on embedding reading/phonics strategy and linked CPD	EEF evidence: Phonics focus +5 months Feedback +6 months Reading comprehension strategies +6 months	1,2,3
Non-core subject leaders to undertake CPD, monitor and support the quality of teaching and learning in all year groups.	EEF Feedback +6 months	1,2
Maths leader involvement in school support. Internal monitoring and support of the quality of teaching for maths.	EEF Feedback +6 months	1,2,3
Participation in EEF Research Schools Network Project and roll out training to staff team.		1,2,3
Mental health/self esteem training for staff.		5

**Targeted Academic Support (for example tutoring, one to one support, structured interventions)**

**Budgeted Cost: £ 38,000(inc Tuition and Recovery) Staff costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
targeted phonics interventions in EYFS/KS1 and year 3	Phonics focus +5 months Feedback +6 months Reading comprehension strategies +6 months	1,2
Reading Interventions	Reading comprehension strategies +6 months	1,2,3
Targeted intervention for specific pupils through to ensure pupils reach their learning potential to GLD, ARE or GD in reading, writing, phonics and maths	Feedback +6 months	1,2,3
Recovery interventions targeted in Y2/3. Focus on catch up programme to fill gaps identified	Small group tuition +4 months Teaching assistant interventions +4 months Feedback +6 months	1,2,3
Focused maths and writing groups led by TAs on pre/post teaching of same learning content to ensure children keep up.	EEF evidence: <ul style="list-style-type: none"> <li>• Small group tuition +4 months</li> <li>• Teaching assistant interventions +4 months</li> </ul> Meta cognition and self- regulation +7 months	1,2,3
Purchase bilingual books	EEF research - reading comprehension + 6 month	1,2,

**Wider Strategies (for example, related to behaviour, attendance, well-being)**

**Budgeted Cost: £17 500 mainly staff costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance of PP children and provide support and		4.5

interventions where required. - EWO		
Family support for SEMH		5
Provide Breakfast and After School Club		4,5
Music Lessons - offered free of charge		5
Educational Visits – supplement payment or pay in full		5
EYFS – fund stimulating activities and parental involvement	Parental involvement +4 months	5
Forest School and family Forest School to be delivered by Forest School lead	EEF + 4 months	5
Lego Club – delivered by trained TA	EEF + 4 months	5
Learning Mentor full time to support targeted Pupil Premium children with SEMH needs identified through class teacher/parent. Developing metacognition and self – regulation		5

**Total budgeted cost: £ 67,500**

## Part B: Review of outcomes in the previous academic year 2020-2021

### Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

	Relative Learning Attainment	Kingshill				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
Years 1 to 6 by SEN and PP	All pupils	130	-2.4	-2.2	-2.9	6653	-2.7	-2.6	-4.2
	Not SEN/PP	75	0.1	0.4	0.0	4591	-0.4	-0.3	-1.3
	SEN only	12	-10.0	-7.0	-11.2	660	-9.8	-	-10.3
	PP only	27	-1.8	-1.9	-1.9	957	-3.4	-3.4	-4.9
	Both	16	-9.3	-11.0	-12.1	444	-	-	-13.4
	Relative Learning Progress	Kingshill				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
By Year Group	All pupils	130	-0.1	0.3	-0.1	6653	-0.8	-0.7	-1.5
	Not SEN/PP	75	1.4	1.6	1.4	4556	0.3	0.4	-0.1
	SEN only	12	-4.0	-0.4	-5.1	657	-4.0	-	-3.8
	PP only	27	-0.9	-0.7	-0.7	952	-1.6	-	-1.4
	Both	16	-3.3	-4.3	-3.3	440	-5.8	-	-6.4
	Relative Learning Attainment	Kingshill				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
By Year Group	Year 1	24	-0.8	-1.5	-1.2	1037	-1.3	-1.7	-2.3
	Year 2	23	-3.5	-2.3	-4.5	1075	-2.0	-2.2	-3.1
	Year 3	24	-1.1	-2.5	-2.0	1068	-2.6	-2.7	-4.4
	Year 4	16	-1.8	-1.3	-2.0	1163	-3.4	-3.4	-5.1
	Year 5	26	-2.8	-1.8	-3.1	1118	-3.4	-3.4	-5.2
	Year 6	17	-4.7	-3.8	-5.2	1191	-3.0	-2.4	-4.6
	Relative Learning Progress	Kingshill				BWMA T			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
By Year Group	Year 1	24	2.2	1.5	1.8	1034	1.9	1.5	1.0
	Year 2	23	-2.1	-1.1	-2.9	1066	-1.7	-	-1.9
	Year 3	24	3.8	3.1	4.4	1055	1.6	1.8	0.9
	Year 4	16	-1.6	-0.3	-1.6	1154	-1.8	-	-1.7
	Year 5	26	-1.9	-0.8	-1.7	1116	-2.2	-	-2.1
	Year 6	17	-3.0	-2.7	-2.7	1180	-1.7	-	-1.1

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For review of last year's aims and outcomes, please see Pupil Premium Strategy document from 2020-21