

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

Total number of pupils in school	162
Proportion of disadvantaged pupils	28%
Proportion of disadvantaged pupils who have SEND	30% of PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 – review
Publish date	October 2021
Review date	July 2022

Statement authorised by	Jan Thomson – Headteacher Anthony Fletcher Rogers – Chair of Governors
Pupil Premium lead	Steph Foxwell
Governor lead	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
Total budget for this academic year	£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	Number of Pupil Premium Children also have a SEND need
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 needs.
5	SEMH – some 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 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	Impact Evaluation
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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.	Year 2 – 65% 15/23 passed the Y1 phonics screening in June, of the 8 children who did not pass 5 are PP, with 4/5 of those PP children on the SEND register. Year 3 – 83% 19/23 passed the Y1 phonics screening by June, of the 4 children who have not passed 3 are PP, with 2/3 of those PP children on the SEND register.																				
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.	Currently 50% of the children on the SEND register are also PP, with the whole school PP being 27%. All SEND pupils have ILP targets which are monitored regularly for success. Parents have been met with by class teachers/SENDCO to discuss their child's SEND needs and how they can support with this 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.	<p>All PP children have targets set based on prior attainment with those pupils not making at least expected progress being targeted as focus group children. Currently PP pupils on track to meet end of year targets:</p> <table border="1"> <thead> <tr> <th>Year group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>1/4</td><td>3/4</td><td>3/4</td></tr> <tr> <td>Year 2</td><td>6/8</td><td>6/8</td><td>7/8</td></tr> <tr> <td>Year 3</td><td>4/8</td><td>6/8</td><td>5/8</td></tr> <tr> <td>Year 4</td><td>3/6</td><td>3/6</td><td>5/6</td></tr> </tbody> </table>	Year group	Reading	Writing	Maths	Year 1	1/4	3/4	3/4	Year 2	6/8	6/8	7/8	Year 3	4/8	6/8	5/8	Year 4	3/6	3/6	5/6
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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.	Of the children whose attendance was 90% or lower (classed as Persistent Absence) during the academic year 21/22 54% were Pupil Premium compared with 46%. This equates to 3 more PP children than non-PP children were classed as persistent Absent in the academic year 21/22.								
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.	One full day each week the school has a Mental Health practitioner who works with children and families and has carried out staff training too. The school also has a Teaching Assistant whose role is 'Learning Mentor' to support those children identified as needing support to regulate their emotions.								

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	End of year impact review
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	Effective interventions were organised by class teachers and delivered with consistency, by class teachers and/or teaching assistants.
Staff training on development of phonics and spelling across the school. Use of phonics Tracker	EEF Phonics focus +5 months	1,2	Staff given training on use of ULS SSP programme introduced fully September 2022. Phonics tracker being used across EYFS/KS1 and Y3. Ongoing training and wider school training and embedding of ULS continuing into 22/23 now working with the English hub to further support and embed this across the school.
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	New English Lead in place, received ULS training and now working with the English hub to further support and develop early reading and phonics across the school.

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	This has begun across the school and will continue in to 22/23 with coaching and mentoring from the new SLT.
Maths leader involvement in school support. Internal monitoring and support of the quality of teaching for maths.	EEF Feedback +6 months	1.2.3	This has begun across the school and will continue in to 22/23 with coaching and mentoring from the new SLT. Maths Lead working with Maths specialist to further develop across the school.
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	CPD taken place delivered by Mental Health Lead working with the school.

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	End of year impact review
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targeted phonics interventions in EYFS/KS1 and year 3	Phonics focus +5 months Feedback +6 months Reading comprehension strategies +6 months	1,2	<p>Targeted phonics interventions carried out. Year 2 – 65% 15/23 passed the Y1 phonics screening in June, of the 8 children who did not pass 5 are PP, with 4/5 of those PP children on the SEND register.</p> <p>Year 3 – 83% 19/23 passed the Y1 phonics screening by June, of the 4 children who have not passed 3 are PP, with 2/3 of those PP children on the SEND register.</p>																												
Reading Interventions	Reading comprehension strategies +6 months	1,2,3	<p>All PP children have targets set based on prior attainment with those pupils not making at least expected progress being targeted as focus group children. Currently PP pupils on track to meet end of year targets:</p> <table border="1"> <thead> <tr> <th>Year group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>1/4</td><td>3/4</td><td>3/4</td></tr> <tr> <td>Year 2</td><td>6/8</td><td>6/8</td><td>7/8</td></tr> <tr> <td>Year 3</td><td>4/8</td><td>6/8</td><td>5/8</td></tr> <tr> <td>Year 4</td><td>3/6</td><td>3/6</td><td>5/6</td></tr> <tr> <td>Year 5</td><td>5/7</td><td>5/7</td><td>5/7</td></tr> <tr> <td>Year 6</td><td>4/4</td><td>4/4</td><td>3/4</td></tr> </tbody> </table>	Year group	Reading	Writing	Maths	Year 1	1/4	3/4	3/4	Year 2	6/8	6/8	7/8	Year 3	4/8	6/8	5/8	Year 4	3/6	3/6	5/6	Year 5	5/7	5/7	5/7	Year 6	4/4	4/4	3/4
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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	See above Recovery funding and School Led Tutoring funding used to carry out targeted interventions with identified pupils, based on progress towards end of year targets and identified gaps.
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	See above Recovery funding and School Led Tutoring funding used to carry out targeted interventions with identified pupils, based on progress towards end of year targets and identified gaps.
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"> • Small group tuition +4 months • Teaching assistant interventions +4 months Meta cognition and self- regulation +7 months	1,2,3	TA deployed to support this accordingly.
Purchase bilingual books	EEF research - reading comprehension + 6 month	1,2,	Ongoing to continue in to next academic year 22/23 too through R4L subscription where books can be 'loaned' to provide a broad range of bilingual reading materials.

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	End of year impact review
Monitor the attendance of PP children and provide support and		4.5	Of the children whose attendance was 90% or lower (classed as Persistent Absence) during the academic year 21/22 54% were Pupil Premium compared with 46%. This equates to 3 more PP children than non-PP children were classed as persistent Absent in the academic year 21/22.
interventions where required. - EWO			Referred where need identified.
Family support for SEMH		5	Referred where need identified.
Provide Breakfast and After School Club		4,5	PP provision for breakfast and after school club is heavily subsidised.
Music Lessons - offered free of charge		5	All PP children have the opportunity to take part in extra curricular enrichment music in recorder, drums or guitar. To continue into 22/23 to encourage further uptake of this offer as uptake from PP pupils is currently low – 6/53 11%.

Educational Visits – supplement payment or pay in full		5	Educational visits and residential heavily subsidised for pp pupils.
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	FS delivered across all year groups by FS Lead.
Lego Club – delivered by trained TA	EEF + 4 months	5	Lego therapy run for identified pupils by trained TA.
Learning Mentor full time to support targeted Pupil Premium children with SEMH needs identified through class teacher/parent. Developing metacognition and self – regulation		5	Learning Mentor in place and working with targeted pupils.

Total budgeted cost: £ 67,500

Part B: Review of outcomes in the previous academic year 2021-2022

Subject	Number of PP pupils in Y6 2021-2022	Meeting the expected standard at the end of KS2
Reading	12/26	6/12 50%
Writing	12/26	7/12 58%
Maths	12/26	5/12 42%

% of Year 1 pupils meeting the expected phonic standard	65% (15/23)
% of Year 1 pupil premium pupils meeting the expected phonic standard	50% (4/8)