

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sara Goddard
Pupil premium lead	Sally Adams
Governor / Trustee lead	Karin Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264, 535
Recovery premium funding allocation this academic year	£28,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£292,665

Part A: Pupil premium strategy plan

Statement of intent

Kingsland CE Academy is a Church of England faith School and is part of St. Bart's Multi-Academy Trust. It is 2 form entry school.

The school is located in an area of high deprivation and therefore as a result a high percentage of our children are eligible for pupil premium.

The staff Kingsland C.E. Academy, have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

In order to ensure maximum progress:

ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.

ALL staff are aware of who pupil premium and vulnerable children are.

All pupil premium children benefit from the funding, not just those who are underachieving.

Underachievement at all levels is targeted.

Children's individual needs are considered carefully.

Staff believe in ALL children.

Staff adopt a 'solution-focused' approach to overcoming barriers.

Challenges

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

Challenge number	Detail of challenge
1	<i>Observations, discussions and assessments show that children at Kingsland have lower literacy skills than the national average. In 2019-2020, 58% % of disadvantaged pupils achieved the expected standard in reading and 66% in writing, compared to 73% of nationally non disadvantaged for reading and 78% for writing. This gap has grown due to Covid and lockdowns.</i>
2	<i>Observations, discussions and assessments show that children at Kingsland have lower numeracy skills than the national average. In 2019-2020, 63% of disadvantaged pupils achieved the expected standard, compared to 79% of nationally non disadvantaged. This gap has grown due to Covid and lockdowns.</i>
3	Observations and discussions have shown that due to experiences in their past some disadvantaged families, can be reluctant to access the school and that others would like to help their children more at home, but would like more support with this.
4	<i>Observations, discussions and assessments show that across the school many pupils show underdeveloped oral language and vocabulary skills.</i>

5	Our observations and discussions have shown that some disadvantaged children are not aware of opportunities that available to them after they leave school and can lack aspirations to achieve well.
6	Some disadvantaged pupils and families need additional support to ensure that they are arriving punctually and regularly. Data on attendance shows us that attendance for disadvantaged children 2018-2019 was 95.5%. This is lower than our aim for 97%. Covid has severely impacted on our attendance data.

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
<i>Pupils make at least expected progress in reading, writing and maths, with some making better than expected progress.</i>	% working at ARE will increase and the gap will close in progress made between PP and non PP.
Attendance will increase.	Attendance across the school will increase, in particular in PP children.
Improvement in PP children's Literacy and Maths skills (in line with SDP)	End of Key Stage SAT results will improve for PP children in KS1 and KS2
Increased parental engagement for disadvantaged children	Increased attendance at workshops and parent consultations.

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality CPD for all staff to have up to date knowledge of the curriculum, technology and teaching strategies.</i>	EEF guide to pupil premium-tiered approach-teaching is the top priority including CPD. Sutton Trust-quality first teaching has direct impact on student outcomes.	ALL
<i>Use of a range of schemes to ensure there is a linear and consistent approach to teaching across the school.</i>	Use of Power Maths scheme Use of White Rose scheme EEF Mastery +5 months Use of Word Aware scheme EEF Oral language interventions +6 months Use of RWI for Phonics EEF Phonics +5 months Use of Pathways to Read EEF Reading comprehension strategies +6 month EEF guide to improving Literacy in KS1 and KS2	1, 2, 4
<i>Use of 1:1 iPads to ensure children have access to a wide range of apps and teaching tools that will help increase their progress and attainment.</i>	EEF Use of digital technology report. iPads in Education report by Apple. An evaluation of iPad implementation across a Network of Primary Schools in Cardiff by Professor Gary Beauchamp and Emily Hillier.	1, 2,
<i>Use of Teaching and Learning Practitioner to cover PPA across school to ensure quality teaching and consistency.</i>	EEF:High quality teaching Evident Value of Teaching Assistants-UNISON	ALL

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

Budgeted cost: £137,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of the feedback policy to ensure feedback is given in and purposeful and timely manner to achieve maximum progress and attainment.</i>	EEF Toolkit-Feedback +6 months Effective and purposeful feedback can have a high impact on learning outcomes.	1, 2, 5,
<i>Use of teaching assistants to deliver small group interventions to raise attainment across the school.</i>	EEF Toolkit Small group tuition +4 months. EEF Toolkit Teaching Assistant Interventions +4 months	1, 2, 4, 5,

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

Budgeted cost: £25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of a range of strategies to enable children to develop a positive attitude towards their work and develop their aspirations for the future.</i>	EEF toolkit evidence shows that effective implementation of these approaches can have as much as a 7 month improvement on children's progress and attainment.	5
<i>Ensuring children are in school every day and on time.</i>	EEF guidance on wider strategies.	6
<i>Increasing parental engagement at curriculum events, workshops and parent's evening.</i>	EEF teaching and learning toolkit Parental engagement 3+ months	All

<p><i>Use of CPOMs software to ensure that all children within school are safe and that all behaviour/safeguarding/home issues can be resolved in a timely manner.</i></p>	<p>EEF toolkit Parental engagement 3+ months EEF report on improving behaviour in schools.</p>	<p>All</p>
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Total budgeted cost: £292,665

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 2021 to 2022 academic year.

The use of RWI, Power Maths, Pathways to Read and Pathways to Write have had a positive impact on results in KS1 with results improving for PP children in reading, writing, maths and combined since the SATs were last taken in 2019-2020.

	2019-2020	2021-2022
Year 2		
Y2 Reading	48%	58.3%
Y2 Writing	48%	50%
Y2 Maths	58%	62.5%
Y2 Combined	45%	50%

We have not yet seen an impact on the results in KS2, but in school assessments, show that these schemes are also creating an increase in attainment in other year groups.

As a school we have identified that writing remains a difficulty for many in KS2 and therefore we are involved in a trial of Pathways to Progress to support and improve writing in Years 3 and 4. There will be targeted HLTA support in Year 5 and 6 to support the improvement of writing in Years 5 and 6.

Covid continued to have a significant impact on attendance last year with average attendance for PP children at 88% for the academic year. We are continuing to work with VIP Education who are now able to support more with house calls etc due to the removal of covid restrictions.

A teaching and learning practitioner was employed to deliver small group teaching in Year 6 in order to raise standards. For reading 50% of the disadvantaged children in this target group made better than expected progress and achieved the expected standard at the end of Year 6. In maths 100% of the disadvantaged children in the group made better than expected progress and achieved the expected standard at the end of Year 6. The writing intervention was less successful with only 17% of the pupil premium children in the group making accelerated progress and therefore achieving the expected standard at the end of the year.

CPOMs has continued to be used successfully to safeguard children. Approximately 76% of all reports made in the last academic year were for disadvantaged pupils.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

