

## 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	Kingston Park Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lisa Hillyer
Pupil premium lead	Kerrie Longley
Governor / Trustee lead	Helen Prout

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£14,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,690

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingston Primary Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

### Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

7.4	3.4	2.7
Barriers to Housing and ...	Crime Decile	Education and Skills Decile
2.3	2.0	2.8
Employment Decile	Health and Disability De...	Income Decile
2.4	2.8	9.3
IDACI Decile	Index of Multiple Depriv...	Living Environment Decile

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Wider curriculum subjects	Achievement in line with core subjects

## 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: £35,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training (year 2)	Monitoring of writing highlighted need for CPD.	2,3
Voice 21 CPD	Learning walks have shown that children at Kingston Park struggle to verbalise their work, work with partners, groups and present their work.	3
Numicon training	Learning walks show limited use of manipulatives in maths to support pupils.	2
Cover supervisor employed to release curriculum leaders	Cover needed to support the development of subject leaders.	2
Essential Letters and Sounds CPD	Each year the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national within three years.	2
Ready to Progress CPD	Intervention is needed for children identified as struggling to keep up with their peers.	2

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

Budgeted cost: £13,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency reading interventions	Additional fluency interventions across the academy is needed to support children in Reading.	2
ELS phonics interventions	Each year the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national.	2
Ready to Progress intervention	Additional support for those children that struggle in Maths. This closes previous year group gaps to ensure that progress is then accelerated.	2
Launchpad for Literacy intervention	Additional intervention is needed to support those children who are working below age-related in phonics in EYFS/KS1. This intervention ensures that children who fall into this category are able to keep up with their peers.	2

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

Budgeted cost: £65,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Lead	Number of behaviour incidents have decreased since employment of PSL.	1
Attendance Officer employed	Aim is for attendance to be above national	4
Breakfast Club	Children who are hungry do not perform as well	1,4,5,6
Reward shop	Essential part of the behaviour policy	1
Subsidised visits	Children from our community historically have not had the same life experiences	5

	as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	
Parent workshops, stay and play, etc	Children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	2,3,6
Musical instrument tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Thrive	Since adopting the Thrive approach, number of behavioural incidents has increased as children are able to self-regulate.	1

**Total budgeted cost: £114,690**

## 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.

Support and CPD from EP, DoLs and SLT in reading, phonics, writing, maths and book led curriculum. Both at Trust and Academy level.

Work in books is better quality, continuity in working policies, better planned lessons focussing on historic and future learning. Lessons are more progressive and tailored to the children's needs. All classes using the Tfw approach following 2 Inset days and academy has had a positive visit from trainer. CPD in all areas given to all staff during staff meeting times. Fluency sessions timetabled in to improve reading further and teaching staff have had 1:1 meetings with Reading Plus trainer.

EYFS:

Y1: Reading- 9/11 Writing- 7/11 Maths- 7/11 Achieving 1+ 2.1 Class teacher off ill for a substantial amount of time. EYFS lead stepped in.

Y2: Reading – 5/8 Writing – 3/8 Maths – 6/8

Y3: Reading – 7/15 Writing - 7 /15 Maths - 7/15

Y4: Reading – 9/13 Writing - 9/13 Maths - 10 /13

Y5: Reading -3/8 Writing - 3/8 Maths - 3/8

Y6: Reading – 9/13 Writing - 7 /13 Maths - 11 /13

Support received from EP and Director of Phonics. Staff have accessed Launchpad CPD and purposeful assessments have been completed.

Purchase of Phonics Tracker across KS2 has enabled staff to be specific when identifying individual's gaps with phonics.

ARK resources in the environment in EYFS and KS1. Pupils have access to new phonics intervention area.

8/12 pupils passed a mock phonics screen in Summer 2.

Termly RAG meetings with class teacher and SLT show that teachers are considering and overcoming barriers more effectively. SDI are taking place in all areas of learning- evidence in feed forward journals and books. Misconceptions being addressed at the time to reduce further gaps in knowledge. DoL support in every class for varied subjects has raised standards to teaching and learning. Launchpad, Bsquared and Phonics Tracker being used to support teacher's interventions.

1:1 daily reading taking place for lowest 20%

Children who are identified as needed 1:1 have received the support (through Toe by Toe/Power of 2 etc).

See results in 1.

All resources supplied in school During lock down- all children without devices were lent one, normal daily lessons on zooms, stationery packs sent home per child, well being calls made for children not accessing learning.

Phone calls made for pupils who were struggling to access school to encourage them to access breakfast club.

Breakfast club cost kept to a minimum to allow all pupils to attend.

Magic Breakfast in place to allow pupils to have a bagel at the start of each morning. – no pupil hungry.

Weekly meetings with Attendance Officer and HoA/Safeguarding leads in place.

Early identifications made of any pupils at risk of becoming PA.

‘Perfect Attendance’ reward developed in April 2021 to encourage children in. All classes achieved at least 1 celebration by the end of Summer term.

Attendance Officer has liaised with EWO on individual cases.

Limited due to Covid 19 and unable to mix bubbles.

After school clubs offered to all year groups over the year

Skipping workshop

Kixx football workshop

Circus skills workshop

Seaside day (EYFS & KS1)

Obstacle course (KS2)

Book led curriculum has ensured children look at the wider world and compare how this differs from our local area.

Y6 children have taken part in writing workshops with TfW leaders and national schools. Years 4 and 5 completed a writing workshop with Grimm and Co. Both these events gave the children opportunity to write for purpose and a wider audience

Some events moved online such as Pantos and performances.

Visits from Rev Mark around key celebrations have also occurred which have raised the profile of events such as Remembrance day.

Dojo points linked with reading reward shop is working well. Children are eager to take a new book home and revel in the choice of quality texts. C4s are being logged with A Mitchell and Thrive is being applied.

Friday celebrations were held in class to encourage working towards our key values.

Thrive assessments have been completed by A Mitchell. Timetable is in place to support pupils needed SEMH support.

Full time Pastoral lead appointed so children can access support at the ‘right time’.

RSE policy updated and parent consultation taken place.

No exclusions in the academic year.

Launchpad CPD and assessments have identified children who need specific intervention. Opportunities to record performances (limited live audiences due to COVID-19) occurred throughout the year and shared on online platforms.

Referrals to Speech and Language therapists made where needed.

3 members of staff outside at the start and end of the day to liaise with parents has strengthened relationships.

New newsletter (Sway) and Twitter used to ensure parents are aware of what is happening in school.

Online questionnaires have been used to encourage parental feedback.

## 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*

<b>Programme</b>	<b>Provider</b>
Thrive	Fronting the Challenges Projects LTD
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd

## 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.*