

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	Kingfisher Primary School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	17 th September 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Mr Daniel Glentworth
Pupil premium lead	Mr Daniel Glentworth
Governor / Trustee lead	Mr Graham Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,776
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£900
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,011

Part A: Pupil premium strategy plan

Statement of intent

Rationale: At Kingfisher Primary School we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education. We are also aware of the pressures which children from service families are under and seek to provide the best tailored support for these children also so that they can continue to thrive.

The school has selected to target academic support, emotional support, family learning support, behaviour support as well as other tangible and practical measures such as school uniform subsidy and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Main Barriers: These encompass a whole range of factors including socio- economic background, behavioural difficulties, language difficulties experienced by pupils who have English as an additional language, physical and emotional issues brought about by, for example, a deployment of a parent overseas. Our attitude to all of these barriers, however, is that with help they can all be overcome and that all children educated here can and do achieve extremely well whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background
2	Low start point in Reception
3	Behavioural difficulties
4	Language difficulties
5	Physical and emotional issues

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
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-PP peers nationally and in school.	• PP children attainment is as good as or exceed non-PP attainment across KS2. • Progress of KS2 PP pupils from KS1 is in line with or exceed their non-PP peers.
To ensure that all of our PP children reach the expected National phonics standard by the end of Year 1.	• 100% of our PP children in Y1 pass the phonics screening.
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment at the end of Year 2 as their non-PP peers nationally and in school.	• 100% of PP pupils at the end of Y2 achieve ARE in Reading, Writing and Maths.
To ensure that all of our PP children have access to high quality education experiences in the form of visitors, school trips and visits.	• PP children access a wide range of enrichment activities that they may not attend outside of school. • PP children engaging in after-school clubs. • All PP attending school trips and swimming lessons.
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	• Behaviour of children from Service families is very good. • Attainment of children from Service families is in line with or exceed children from non-Service families. • Attendance of children from Service families is very good. • Children from Service families feel well-supported by the school. • All children from Service families attend the Dandelion club solely for children with parents in the armed forces.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Reciprocal Reading Intervention	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. +6 months	1 4

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

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for phonics intervention	Additional LSA hours to run phonic sessions for Y1 and Y2 pupils to ensure that they are secure in their phonic knowledge. +4 months	2 4
NELI for pupils in Reception who have poor language skills.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. +5 months	1 2 4
Reciprocal Reading Intervention	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to	1

	comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. +6 months	4
One-to-one tuition Targeted interventions for spelling intervention	Additional LSA hours to run specific spelling sessions for pupils to ensure that they are applying their spelling knowledge to their writing. +5 months	2 4
One-to-one tuition: Targeted interventions for maths intervention	Additional LSA hours to run maths sessions for pupils in Y3 & Y4 to ensure that they have a secure knowledge of multiplication facts. +4 months	2 4
Purchase of additional reading books in Rec / KS1	Additional books and resources for classrooms. All pupil premium pupils have access to these materials.	1 2 4
Digital Technology Laptops and iPads	Laptops for use by all pupils to enhance research and computing skills. Apps used for Literacy and Numeracy. Pupil premium pupils will have access to all digital technology that they may not have access to at home. To include iPads also for Y5. + 4 months	1 4

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

Budgeted cost: £17,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible behaviour support.	Class-based LSA support for PP children who display challenging behaviour. LSA is able to support within the classroom or outside of the class for intervention if required, returning when ready. Children access appropriate educational activities away from the classroom. *+4 months	3 4 5
PFSA	Time for pupils some of whom are PP to receive 1:1 time with school PFSA to support welfare and positive mental health.	3 4 5

Behaviour Intervention: SEMH Nurture Groups	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. *+3 months	3 4 5
Enrichment activities	PP pupils encouraged to participate in arts activities which come at an extra cost. Theatre shows and productions, artist and poet visits during curriculum time bring key stage and classes together. Pupils have opportunities to take part in performances and exhibitions. All PP children take part. * +2 months	1 3 5
Dandelions Group for Service Children	Social and Emotional Learning. Additional LSA hours to run a specific club for pupils whose parents serve in the military, giving them a sense of knowing others are in the same situation. * + 4 months	3 5
Breakfast Club & After-school Club provision	Breakfast Club and After School Club provision available to those PP children and families who need it to ensure that attendance at school is good.	1
Family Learning	Parental Engagement. Time for pupils to learn with their parents on Art, Forest School, English and Maths activities. Tutor teaches parents how KF teaches maths concepts/skills. Parents work through activities with their child. Groups include PP pupils. + 3 months	1 2 5
Providing school uniform for PP children who require it.	Pupil Premium pupils, who are in financial difficulties, are offered missing items of school uniform, free of charge.	1
School trip subsidies for PP children who require it.	Pupil Premium pupils, who are in financial difficulties, are offered opportunities to take part in visits and	1

	trips, either free of charge or at a subsidised cost. + 3 months.	
Swimming subsidised for PP children who require it.	All pupils, who cannot swim 25metres unaided are given extra lessons. This group includes pupil premium children.	1

Total budgeted cost: £30,071

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.

- Excellent behaviour demonstrated by PPG children throughout a challenging year affected by COVID-19.
- Support effective and PP pupils making good progress in all subjects.
- **92%** of PPG pupils in YR/KS1 working at ARE.
- **80%** of pupils working at ARE in KS2.
- No exclusions.
- Excellent outcomes for all Y1 and Y2 pupils in Phonics:
Y2 – 97%
Y1 – 93%
100% of PPG pupils passed the phonics screening.
- See spreadsheet on website for further details.

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
N/A	