



## 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	Kings Worthy Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jamie Dodson, Headteacher
Pupil premium lead	Alex Watton
Governor lead	Laura Croker, Link Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,985
Recovery premium funding allocation this academic year	£8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£81,770</b>

# Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in our implementation of our Recovery Team and the appointment of a PP lead to provide support for pupils including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that disadvantaged pupils do not achieve as highly as their peers

2	Assessments and observations demonstrate gaps in learning. Poor retention and application of newly acquired knowledge, skills and understanding.
3	Termly Thrive assessments demonstrate poor emotional literacy – poor self-esteem, lacking self-confidence, ambition, displaying attachment issues and difficulties with social skills. Social and emotional issues affect readiness to learn in school.
4	Monitoring through ScoPay demonstrates that Covid has impacted on the financial capabilities of families for enrichment activities.
5	Monitoring through Arbor shows below average attendance and above average lateness for some PP children.

## 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 improve rates of progress for all disadvantaged pupils so they make good progress from their starting points and achieve at least in line with their peers	<ul style="list-style-type: none"> <li>• Attainment and progress of disadvantaged pupils has rapidly improved to be in line with non-disadvantaged children on all national measures.</li> <li>• Disadvantaged pupils have access to High Quality Inclusive Teaching (HQIT), providing them with outstanding learning opportunities.</li> <li>• They are successfully tracked and class-based interventions and support are in place.</li> <li>• Barriers to learning are identified and addressed during lessons and additional intervention time.</li> <li>• Pupil progress meetings robustly track the progress of these pupils.</li> <li>• PP pupils received personalised support that effectively meets their needs and is monitored through individual PP IEPs.</li> </ul>
To rapidly close gaps in language and communication skills so that outcomes for PP pupils are in line with their peers.	<ul style="list-style-type: none"> <li>• PP pupils receive HQIT in all lessons, with a focus on language rich environments.</li> <li>• Vocabulary and language is actively taught within all lessons, but particularly as part of English learning journeys, with a focus on targeting PP pupils.</li> <li>• Reading has a high profile – all pupils have access and are exposed to high quality texts.</li> <li>• Screening tools (e.g. Speech and Language Link) are used to assess pupils and accurately identify gaps. Evidence based interventions are used to close gaps in language.</li> </ul>
To improve the personal, social and emotional wellbeing of pupils.	<ul style="list-style-type: none"> <li>• Social and emotional barriers to learning have been effectively identified and strategies have been put in place to address these, leading to improved outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP pupils show strong learning behaviours and a willingness and readiness to learn.</li> <li>• PP pupils report feeling safe, happy and supported at school.</li> <li>• ELSA/FEIPS/Thrive support has been used to support individuals or groups of pupils.</li> </ul>
<p>To enable all PP pupils to engage in a wide range of enrichment activities, supporting their learning and social-emotional development.</p>	<ul style="list-style-type: none"> <li>• All PP pupils will receive individual letters about trips and events, detailing the support that is available to them.</li> <li>• Records will be kept by the office of support provided.</li> <li>• Regular liaison will take place with parents to make them aware of opportunities available to them (e.g. clubs).</li> <li>• Attendance of PP pupils at clubs will be monitored and all PP pupils will be encouraged to attend a club.</li> <li>• Impact of attendance at financially supported activities will be monitored and evaluated by school staff.</li> </ul>

## 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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT CPD (Capita ECT program and in school CPD)	‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is a key ingredient of a successful school’ <i>EEF pupil premium guide</i>	1, 2
Headteacher staff CPD – The Kings Worthy Way		1, 2

### Targeted academic support

Budgeted cost: £57,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery team of teachers providing recovery for each phase. Targeted one to one and group work for pupils who are not making good progress.	‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching is likely to be a key component’ <i>EEF pupil premium guide</i>	1, 2
Targeted one to one interventions led by Learning Support Assistants to include: NELI, Toe by Toe, Phonics and reading comprehension		1, 2
Dedicated PP lead focused on delivering in class support for PP children. Oversight of PP is provided by this lead ensuring all support is		1,2,5

provided and progress is ensured.	
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## Wider strategies

Budgeted cost: £22,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive lessons and individual Thrive for identified pupils	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.’ <i>EEF foundation</i>	3
Emotional Literacy Support Assistant (ELSA)		3
Framework for Enhanced Individual Pastoral and emotional support		3
Financial support for pupils to attend breakfast and after school club	‘breakfast provision helps ensure that no child has to learn when they’re hungry.’ <i>EEF foundation</i>	4,5
Financial support for enrichment activities to include educational visits and music lessons	‘All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ <i>EEF</i> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	4

**Total budgeted cost: £81,770**

## Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Our internal assessments during 2021/22 suggested that the attainment of disadvantaged pupils was lower than their peers in key areas of the curriculum. These children however, did make good progress from their starting points. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to the continuing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and there is a continuing level of impact of these closures. However, without as much disruption in 22/23 disadvantaged children will be able to make good progress and are able to benefit from our pupil premium funded improvements to teaching and targeted interventions to a much greater degree than in previous years.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were improved last year, primarily due to the easing of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.