

## 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	Kingswood Parks
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July, 2022
Statement authorised by	Nicola Loten
Pupil premium lead	Nicola Loten
Governor / Trustee lead	Jane Lewis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,000
<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	£65,490

# Part A: Pupil premium strategy plan

## Statement of intent

Kingswood Park Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. The level of deprivation in the school is considerably lower than the LA average with 1% of households categorised as being within 10% of the most deprived households nationally. Although Hull is considered a less affluent part of the country, the School itself is considered to be located in the second quartile of least deprived areas

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1.	There is a low percentage of disadvantaged pupils achieving GLD in EYFS. This is due to poor language skills on entry into to EYFS.
2.	In school assessments, including discussions with pupils and work scrutiny show that there are gaps in reading, writing, mathematics and phonics between our disadvantaged pupils and others in school. This is evident on entry and continues into Y6. This is at EXS and GD/HS other than writing at KS2
3.	Whilst pupils are keen to be back at school, the lack of routine and face to face teaching has impacted on pupils' well-being and resilience. In-schools assessments show that this is most evident amongst our disadvantaged pupils which is also reflected in national studies and data.
4.	Attendance and punctuality To retain a focus on high levels of attendance and support for disadvantaged pupils

## 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
<ul style="list-style-type: none"> <li>Curriculum in place which builds on prior learning and is accessible to and engages all learners</li> </ul>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>Quality of teaching is at least good in all classes (externally moderated).</li> <li>Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school</li> <li>Assessments confirmed by external assessment data and by external monitoring of the school.</li> </ul> <p>By the end of 2021-22</p> <ul style="list-style-type: none"> <li>Curriculum refined and intent / progression documents in place for all areas</li> </ul>
<ul style="list-style-type: none"> <li>Improved outcomes <b>for disadvantaged pupils</b> in GLD, reading, writing, mathematics and phonics</li> </ul>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>Focused observational assessments show significantly improve oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny,</li> </ul>

	<p>interviews with pupils and formal external assessments.</p> <ul style="list-style-type: none"> <li>• % of disadvantaged pupils achieving GLD is in line with NA for all pupils nationally</li> <li>• % of disadvantaged pupils reaching required standard in PSC is in line with NA for all pupils nationally.</li> <li>• At end of KS1 % of disadvantaged pupils reaching EXS in reading, writing and mathematics is in line with NA for all pupils nationally</li> <li>• At end of KS2 % of disadvantaged pupils reaching EXS &amp; GD in reading, writing, mathematics and RWM is in line with NA for all pupils nationally</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Reach targets agreed with Trust at EXS and GD/HS at the end of each Key Stage</li> <li>• Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school</li> <li>• Gap between disadvantaged pupils and others in schools narrows in PSC</li> <li>• Gap between disadvantaged and other pupils narrows when compared with previous year's outcomes across all measures</li> </ul>
<ul style="list-style-type: none"> <li>• Well-being, social and emotional development, inclusion</li> </ul>	<p>By 2024-25 - high levels of inclusion and well-being is exemplified by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice surveys</li> <li>• Qualitative data from range of parental surveys</li> <li>• Qualitative data from pupil voice surveys shows that ELSA and other internal and external support is having a positive impact on pupil wellbeing</li> <li>• Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies</li> <li>• High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback)</li> <li>• High levels of parental engagement in activities and workshops</li> </ul>
<p>Attendance and punctuality</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils remains in line with national average or better.</li> </ul>

	<ul style="list-style-type: none"><li>• The attendance gap between disadvantage pupils and others remains in line with national average or better</li><li>• The % of all pupils who are persistently absent is in line with national average or better.</li><li>• The gap between disadvantaged pupils and others in school remains in line with NA or better.</li></ul>
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## 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: £75,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the Nursery and Reception outside areas.</p> <p>Opportunities in Nursery</p> <ul style="list-style-type: none"> <li>❖ Talking book area</li> <li>❖ Magic Woodland area to develop communication and reading skills</li> <li>❖ Opportunities for language and vocabulary acquisition</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>❖ Features on planting , how we feel</li> <li>❖ Vocabulary enriched</li> <li>❖ Opportunities to understand the world.</li> </ul>	<p>Education Endowment Foundation Early Years Toolkit - communication and language approaches</p> <p>EEF states</p> <p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children’s social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Two broad categories of SEL strategy can be identified:</p> <p>Universal programmes that seek to improve behaviour or engagement throughout settings.</p> <p>Specialised programmes targeted at children with emotional, behavioural or learning difficulties</p>	<p>1, 3</p>
<p>CPD for staff including ASAs to:</p> <p>Ensure that staff are aware of challenges / barriers on individual pupil level</p> <p>Release of SENCo (0.3fte) to support less experienced staff on</p>	<p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p><a href="#">Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)</a></p> <ul style="list-style-type: none"> <li>• EEF state that with the information diagnostic assessments provide, teachers may:</li> </ul>	<p>1,2, 3</p>

<p>meeting needs of all pupils with focus on those with SEND/ vulnerable (£12,200)</p>	<ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> </ul> <p>decide which pupils may need additional, targeted academic support</p>	
<p>Purchase of <a href="#">DfE accredited Systemic Synthetic Phonics Programme</a> (Sounds – Write ) to secure consistently good phonics teaching</p> <p>Release of key staff including reading (2.5 days to support development of high quality provision - QfT – including accurate assessment, bespoke support, coaching, modelling (£23,000)</p> <p>Access to training / resources and 100% decodable books (£40,000)</p>	<p>Very strong evidence base which suggests the positive impact on early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p>	<p>1, 2</p>

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

Budgeted cost: £29,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years communication and oral language intervention ASA 0.5 (£11,700)</p>	<p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p>Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their</p>	<p>1</p>

	<p>early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	
<p>Phonics catch-up / intervention: Sounds –Write</p> <p>YR, Y1, Y2 – 1:1 or small group Trained ASA (0.5) (£11,638)</p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - One to One Tuition</a></p> <p>Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key.</p> <p>EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly</p>	<p>2,3</p>



	<p>for previously low attaining or disadvantaged pupils.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>	
<p>Pre-loading and small group tutoring Y6 – reading &amp; mathematics</p> <p>Teacher x 7 for 1 hour per week 5 weeks (£6,000)</p>	<p><a href="#">Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum.</p> <p>It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.</p>	2,3

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

Budgeted cost: £47,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Well-being, social and emotional development, inclusion:</b></p>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on</p>	1,2,3,4

<p>Develop ANT Team led by (0.4fte) (£10,000)</p> <p>Parental liaison officer (32.5 hours) with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> <li>• Work with Attendance Officer</li> <li>• Support safeguarding (£10,000)</li> </ul> <p>Specialised support and partner agency working:</p> <ul style="list-style-type: none"> <li>• ELSA support 1 TA fulltime and 1 TA part time. (£20,000)</li> <li>• SEMH support – focus on most vulnerable (CLA, CIN, EHASH, those with social worker)</li> </ul>	<p>average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Meta Cognition and Self-Regulation</a></p> <p>Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p><b>Raising profile of attendance:</b></p> <ul style="list-style-type: none"> <li>• Strong attendance ethos led from the top with clear lines of accountability</li> <li>• New Attendance officer post – 15 hours per week (£7800)</li> <li>• Clear policies – technical and legal compliance</li> </ul>	<p><a href="#">DfE - School attendance guidance</a></p> <p><a href="#">DfE - Improving school attendance - support for schools and local authorities</a></p> <p>DfE guidance based on cases studies with school with high levels of attendance.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p>	5

<ul style="list-style-type: none"> <li>• Benchmark attendance</li> <li>• Regular monitoring and analysis – use of correct codes</li> <li>• Robust follow up of absence</li> <li>• Engagement with partner agencies</li> <li>• Good practice sought and shared</li> <li>• Use of SOL Attendance resources / strategies for improving attendance</li> <li>• Build positive relationships with parents</li> <li>• Intervene and support early</li> <li>• Focus on support not punitive measures</li> <li>• Focus on solution not the problem</li> </ul>	<p>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.</p> <p><a href="#"><u>EEF attendance intervention rapid evidence assessment</u></a></p>	
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## 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.

Due to long periods in lock down and engagement with remote / home learning, the gaps between our disadvantaged pupils and others have widened. This mirrors evidence from schools across the country. We had a strong focus on our most vulnerable and disadvantaged pupils during lockdown and these pupils were encouraged to attend school. Sadly, despite a range of creative efforts by all staff, many parents chose not to send their children to school. (See below). This will be a focus in the coming years.

Across the school outcomes have declined from the last published data (2019). Comparative data is currently only available for **all** and **disadvantaged** pupils. (We would expect 'others' to be slightly higher).

#### **Moderated in-school and LA data shows the following:**

##### **Early Years Foundation Stage** (Early adopter school)

- 43% of disadvantaged pupils achieved GLD.
- 65% of all pupils achieved GLD (NA 57%)
- In-school gap between disadvantaged pupils and all is 22%
- Gap with NA is 14%
- APS for disadvantaged pupils was 28.2
- APS for all pupils was 29.1 (NA 29.9)
- Gap with NA is 1.7pp

##### **Early reading and phonics**

###### **End of Key Stage 1 - reading**

- 60% of disadvantaged pupils achieved EXS.
- 76% of all pupils achieved EXS (NA 67%)
- 10% of disadvantaged pupils achieved greater depth
- 35% of all pupils achieved greater depth (NA 19%)
- In-school gap between disadvantaged pupils and all pupils is 16% at EXS and 15% at GD
- Gap with NA is 7% at EXS and 9% at GD

- **Phonics screening check** - Nic you could put this in when you do your in school testing of Y2 this half term

- % of disadvantaged pupils reached the required standard
- % of all pupils reached the required standard (NA %)

##### **Attainment and progress in mathematics**

###### **End of Key Stage 1**

- 40% of disadvantaged pupils achieved EXS.
- 77% of all pupils achieved EXS (NA 67%)
- 30% of all pupils achieved greater depth (NA 15%)
- 10% of disadvantaged pupils achieved greater depth
- In-school gap between disadvantaged pupils and all is 37% at EXS and 20% at GD
- Disadvantaged gap with NA is 27% at EXS and 5% at GD

###### **End of Key Stage 2**

- 60% of disadvantaged pupils achieved EXS.
- 90% of all pupils achieved EXS (NA 73%)
- 20% of disadvantaged pupils achieved greater depth (NA 23%)
- 44% of all pupils achieved HS (NA 23%)
- In-school gap between disadvantaged pupils and all is 30% at EXS and 24% at HS
- Gap with NA is 13% at EXS and 3% at GD

### **Most able and higher achieving pupils across the school**

See above for mathematics and Reading at KS1

#### **Key Stage 2 Reading**

- 20% of disadvantaged pupils achieved HS
- 54% of all pupils achieved HS in reading ( NA 30%)
- In school gap 34%
- Gap with NA 10%

#### **Key Stage 1 writing**

- 10% of disadvantaged pupils achieved GD
- 27% of all pupils achieved GD (NA 10%)
- In school gap 17%
- Gap with NA 0%

#### **Key Stage 2 writing**

- 20% of disadvantaged pupils achieved HS
- 35% of all pupils achieved HS (NA 15%)
- In school gap 15%
- Gap with NA +5%

**Home Learning opportunities – Nic you will need to put some commentary in here – may**

#### **Attendance, absence and persistent absence (Y1-Y6)**

- Data from March until the end of term (full opening) shows:
- Absence of all pupils 1.4% Absence of disadvantaged pupils 2.5%
- PA of all pupils 1.7% PA of disadvantaged pupils 5.8%
- Whilst our attendance data is above the NA and national benchmarks we are mindful of the length of time children were not in school due to Covid and as such a continued focus will remain on high levels of attendance

#### **Well-being and emotional health of pupils post Covid**

- This will continue into our next plan as the very late return to full opening meant that resources had been diverted to supporting children and families. This meant a focus on accessing remote learning, ensuring children received a meal daily, supporting and encouraging attendance and crucially daily check-ins with the most vulnerable pupils and families. Relationships developed with partner agencies which will continue into the new school year.

The impact of Covid impacted on all pupils but more so on our most vulnerable and disadvantaged pupils. The in-school picture reflects the widening gaps seen nationally between disadvantaged pupils and their peers.

Planned actions took place or were adapted in response to restrictions. Resources were purchases as planned.

Coaching and more formal CPD took place via MS Teams as face-to-face contact and school visits were not possible due to national restrictions. Similarly parental communication and engagement was almost solely via telephone, email or in some instances virtual. Staff did work remotely with children offering small group and one-to-one support when needed.

## 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)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Engagement with English Hub and access to funding to support the effective implementation of a synthetic systematic phonics programme
- Developing reading comprehension strategies focusing on the understanding of written text. This will form part of whole class teaching and then practiced in small groups / pairs.
- Extending the range of extra-curricular provision to support the well-being, behaviour and attendance of our most vulnerable pupils. This will supplement the more formal support identified within our spending plan with the aim of further developing resilience and self-confidence. Disadvantaged pupils will be prioritised for access to these activities.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We also commissioned the support of an accredited Pupil Premium Reviewer.

We took evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny. The views of parents and carers were also sought and considered. As a school in a large trust we were able to benchmark ourselves against schools within HET and also looked outside to schools which are contextually similar to Kingswood Parks and whose disadvantaged pupils perform well. This reinforced that careful attention is given to the implementation stage. [Education Endowment Foundation - Putting evidence to work: A school's guide to implementation](#)

We looked at external evidence around the impact of school closures due to Covid-19 and it is clear that the attainment gap has grown. [Education Endowment Foundation - summary of research on impact of Covid-19 on the attainment gap](#) The economic impact of lockdown has resulted in more pupils becoming eligible for the Pupil Premium and the importance of understanding barriers to learning and adopting a 'less is more' focused approach cannot be over emphasised.

Within school and across the Trust we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.