

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary School
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027
Date this statement was published	20 th July 2024
Date on which it will be reviewed	20 th July 2024
Statement authorised by	Nicola Loten
Pupil premium lead	Nicola Loten
Governor / Trustee lead	Jamie Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,640
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£73,005

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 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. In our lower year groups there are very small numbers of pupil premium which can distort the data.

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 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	The data suggests that the children who enter Kingswood Parks are disadvantaged developmentally behind their peers so there are fewer children

	who achieve GLD in the Foundation Stage. However, there are only a small number of pupil premium.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. However, there are only a small number of pupil premium.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. However, there are only a small number of pupil premium.
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. However, there are only a small number of pupil premium.
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 40 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.3% lower than for non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 6.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved GLD outcomes for disadvantaged pupils	By the end of Foundation Stage more that 50% of the disadvantaged pupils have achieved GLD
Improved phonics attainment amongst disadvantaged children	By the end of Year 2 more that 50% of the disadvantaged pupils have achieved the Phonics Screening Check
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • A decrease in the number of children accessing ELSA and other mental health support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 94%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 15%. Closing the gap to 8%

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: £41,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. School should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. The EEF Guide to Pupil Premium	1,2,3,4,5
Mentoring and coaching for teachers.	Mentoring and coaching can be an important source of support especially for early career teachers. The EEF Guide to Pupil Premium	1,2,3,4,5
Developing Children’s reading comprehension strategies	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Teaching and learning Strategies EEF	3
Supporting the retention and recruitment of teaching staff by providing release time for NPOs (National Professional Qualifications)	Managing workload and offering effective professional development are key to retaining great teachers which in turn is crucial to maintaining a high standard of teaching and learning The EEF Guide to Pupil Premium	1,2,3,4,5
Continued training for all staff of the Teacher Development Programme to ensure that all staff are up to date with the most recent pedagogy.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information	1,2,3,4,5

	<p>informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Embedding Formative Assessment EEF</p> <p>Supporting continuous and sustained professional development is crucial is to developing teachers. The content of professional development should be based on the best available evidence and should balance the need to build knowledge , motivate teachers , develop specific techniques and embed new approached</p> <p>The EEF Guide to Pupil Premium</p>	
<p>Continue training of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Ensure that all teacher shave continued professional development of phonics .Ensure that teachers new to school have necessary training in Sounds – Write</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Emphasis on improving children’s recall of multiplication facts.</p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	6

educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of the disadvantaged pupils with SEND by providing high quality provision within the classroom or through interventions with an emphasis on Speech , Language and Communication	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language Interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Given that 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>	1
Teaching assistant deployment and interventions to meet	<p>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>EEF Teaching and Learning Toolkit Teaching Assistant Interventions.</p>	1,2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	2

who require further phonics support. This will be delivered in collaboration with our local English hub.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our reading curriculum through the introduction of the knock , knock reading scheme	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading Comprehension Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £32,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being, social and emotional development, inclusion:</p> <p>Parental liaison officer (32.5 hours) with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Work with Attendance Officer (£5284) • Support safeguarding (£6271) <p>Specialised support and partner agency working:</p> <ul style="list-style-type: none"> • ELSA support 1 TA fulltime and 1 TA part time. 	<p>Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on 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</p>	6

<p>(£5,738)</p>	<p>on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p>Education Endowment Foundation - T&L Toolkit - Meta Cognition and Self-Regulation</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>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2023 to 2024 academic year.

The school has a low number of pupil premium children across the school, so data is not always meaningful when there are only 2 children in a year group in receipt of the funding. When talking about national figures it is comparing the data with national pupil premium with national other pupils.

The school had 1 child in EYFS who was in receipt of pupil premium funding. The child didn't achieve the ELG. There is a percentage gap of -79 but due to the small numbers this distorts the data.

In Year 1 Phonics Screening there were 2 children in receipt of pupil premium funding. 1 child passed the phonics screen check. This left a gap of -34 which is bigger than the national gap 2024 (-16). The number of pupil premium children in the cohort is very small making the percentages not as meaningful and this distorts the data.

The children in Year 2 in receipt of pupil premium funding is 3. The attainment gap between is -57. Again, as the numbers are so low it distorts the data.

In Year 6 there were 10 pupil premium children. In reading the gap was -9 and the national gap was -18. In writing the gap was -8 and the national gap was -19. In maths the gap was 1 and the national gap was -20. Combined the gap was 3 and the national gap was -22. In all Key Stage 2 subjects the attainment gaps were smaller than national.

The attendance gap for pupil premium and non-free school meals is -1.9% and for persistence absence is 16.2%.

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

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 Sounds – Write trainers 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.