

Pupil Premium Strategy Statement 2023/24

King's Hill Primary School is a well-established and highly successful primary school, serving a rich and diverse community. The school is inclusive of all faiths, religions and ethnicity. The indication of deprivation is above the national average. We are aware of the many external barriers our pupil premium learners face: Low aspirations/expectations, speech/communication, attendance, difficult home environments to support learning at home and exposure to negative life experiences and mobility. The school is committed to ensuring that all pupils reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

This statement details King's Hill Primary School's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023 and 2023 to 2024 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	King's Hill Primary School
Total number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	176 (38%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	M. Fox (Chair of Govs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,080
Recovery premium funding allocation this academic year	£25,520
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	£ 281,600 N/A
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Part A: Pupil premium strategy plan

Statement of intent

- At King's Hill Primary School we have high aspirations for all our pupils and believe that all learners should be able to reach their full potential by developing the necessary skills and values required to succeed
- We aim to ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils and the gaps in reading, writing and maths continue to be narrowed
- We will provide our pupils access to a variety of exciting opportunities and a rich and varied curriculum
- We will ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision is made to meet their needs. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged
- We track the impact of interventions as part of our regular pupil progress meetings and ensure support is deployed accordingly

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills are significantly low when children join EYFS and vocabulary/speech/phonetic knowledge are all areas that require support and development
2	Families have difficulty maintaining consistent good attendance/punctuality
3	Pupils across the school have gaps in their knowledge and skills in reading, writing and maths when compared to their peers and when compared nationally at the end of KS2
4	Breadth and lack of knowledge and understanding as well as limited experiences compared to their peers
5	Pupil's social and emotional needs impact on academic progress/success

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
Ensure high quality provision is accessed by children which leads to disadvantaged children achieving standards in line with their peers – taking into consideration outcomes for boys by the time they leave KS2	<p>The teaching of early reading/phonics skills will be consistent across EYFS and KS1.</p> <p>Teachers will accurately identify disadvantaged individuals/groups not on track and target support accordingly.</p> <p>Wider access to early reading books (phonically decodable) aligned to children's ability and phase of phonics to develop their skills – online and books.</p> <p>Pupil Premium pupils should achieve phonics outcomes in line with their non-disadvantaged peers.</p>
Improve attendance/punctuality of PP pupils	<p>All pupils will be monitored and procedures in place followed to ensure improvement</p> <p>Incentives/rewards will be used to further encourage families/pupils to attend</p> <p>Attendance officer will provide additional support/ assistance for identified pupils as required</p>
Closing attainment gaps between PP pupils and others across the school and nationally	<p>Pupils will make accelerated progress in structured interventions.</p> <p>Pupils who take part in structured interventions transfer knowledge from these sessions into the learning in class.</p> <p>Attainment will be in line with their non-disadvantaged peers.</p> <p>Gap between reading and writing for disadvantaged pupils will be narrowed and reflect the progress of non-disadvantaged pupils.</p> <p>Effective transition of PP pupils to secondary school and other settings should secure long-term success</p>

Increased opportunities for PP pupils to develop and broaden their knowledge and skills	<p>Disadvantaged pupils will have equitable access to the wider curriculum/cultural capital opportunities</p> <p>Pupil premium pupils will access enrichment/clubs, sometimes with additional support.</p> <p>The school will review the wider curriculum offer regularly to ensure that PP pupils have opportunities within their interests.</p> <p>Staff will have a good understanding of their disadvantaged pupils in their context to support their needs</p>
Effective support in place to ensure pupils pastoral/social/emotional needs are met	<p>Teachers will identify pupils who require support and implement appropriate strategies within the classroom</p> <p>Pupils who require it will access Emotional Literacy support</p> <p>Pupils will feel confident/secure in their day to day interactions with others in school</p> <p>Pupils' resilience and stamina will strengthen to enable them to tackle challenges in a positive way</p>

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: £34,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality CPD/Training: WELCOM NELI Speech/language Precision teaching	<p>Language and Communication skills of many children in EYFS are not strong.</p> <p>Many children join Reception from different settings, working below their age band and lack the breadth of vocabulary to reflect their experiences on entry to Reception.</p> <p>High numbers of disadvantaged pupils access SALT and require small group support or 1:1</p>	1

	support from the school speech and language therapist.	
Identify and target gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve the EXS in writing.	<p>Analysis of children's writing has shown that gaps in range of vocabulary and spelling for PP children across the school prevents them from attaining the EXS+ in writing.</p> <p>EEF- 'Teacher Feedback to Improve Learning'. We also know feedback has a very high impact on outcomes for a very low cost based on extensive evidence.</p> <p>CLPE resource hub- 'high quality teaching resources to improve the teaching and learning of language, vocabulary, reading and writing'</p> <p>We know that good quality teaching is the most important way schools improve outcomes for disadvantaged pupil' and the EEF recognise that CPD impacts on whole class teaching which should not be seen as separate to the PP grant.</p> <p>Introduction of the use of VIPERS programme to support comprehension skills.</p>	3

<p>Educational Psychologist Sessions</p> <p>Precision teaching</p> <p>Power of Reading training</p>	<p>Additional sessions purchased</p> <p>High quality CPD - The Power of Reading, to address the development of reading and writing. Phase leads to monitor/evaluate, the progression of reading, writing, spelling, punctuation and grammar skills consistently. Revise and review within the context of writing.</p> <p>Focused support – Reading prioritised in order to embed the school expectations of pupils to develop a love of reading and ensure they become fluent readers by the time the move into KS2.</p>	3, 4, 5
<p>Number sense training</p>	<p>CPD/Training – Key staff identify appropriate strategies to develop basic number skills. In the main suitable for KS1 pupils but also for pupils in Year 3. The programme aims to secure pupils' concept of early number skills. This will take place alongside the mastery approach. Approach to mastery maths to incorporate the white rose maths elements into daily teaching/learning. Additional Times Tables support.</p>	3, 4, 5

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

Budgeted cost: £197,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1) NELI 2) Observation/ Assessment 3) Modelling language/ Sentences 4) Small group work 5) ELSA	<p>‘The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.’ Nuffield Early Language Intervention. The EEF have a project open for this intervention currently.</p> <p>Oral Language Interventions: Impact = +5 months</p>	1
Phonics small group support	<p>Phonics: Impact = +4 months</p> <p>Small Group Tuition: Impact = +4 months</p>	1
Reading interventions	<p>Reading Comprehension Strategies: Impact = +6 months</p>	1, 3
HLTA/Level 3 support	<p>TA interventions have, ‘moderate impact for moderate costs (impact +4 months’ EEF.</p> <p>Data from last academic year shows the interventions have had a good impact on outcomes for disadvantaged pupils (EEF Reading Comprehension Strategies have ‘very high impact for very low cost based on extensive evidence’.)</p> <p>Metacognition and self-regulation approaches are to be used to help pupils think about their own learning more explicitly, by providing them with specific strategies for planning, monitoring and evaluating their own learning. These support strategies are developed more extensively as pupils go through the school.</p> <p>Metacognition and Self-Regulation: Impact = +8 months</p> <p>Collaborative Learning: Impact = +5 months</p> <p>Reading Comprehension Strategies: Impact = +6 months</p>	4, 5

1:1 and small group work (class based)	One-to-One Tuition: Impact = +5 months	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities/ approaches to support social/emotional development and Use of highly visual/ creative approaches	Collaborative Learning: Impact = +5 months Source: Education Endowment Foundation – Evidence summaries	4, 5
Identify opportunities for outdoor learning across the school curriculum. Develop the confidence and ability of staff to plan, deliver and evaluate lessons out- doors Increase access to green and outdoor spaces for teaching and learning Build the academic resilience approach into lessons	Outdoor Learning: Impact = +4 months Source: Education Endowment Foundation – Evidence summaries Food for Life scheme Increased pupil self-esteem through the creation of pupil profiles to capture the cultural capital.	4, 5
Attendance Officer support	Strategies to further strengthen procedures in place and target families/offer Early Help if needed	2

Total budgeted cost: £281,600

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year 1 Phonics Outcomes 2023

Phonics		59 Pupils		-	81%
Male	Female	FSM	Disadvantaged	EAL	
27	32	21	19	24	
81%	81%	71%	68%	88%	

KS1 Summary 2023 – Groups (EXS+)

	Male	Female	FSM	Dis.	EAL
60	25	35	22	22	27
Reading 78% 18% GD	72% 16% GD	83% 20% GD	73% 23% GD	73% 23% GD	82% 11% GD
Writing 70% 8% GD	64% 8% GD	74% 9% GD	64% 14% GD	64% 14% GD	82% 4% GD
Maths 83% 25%	84% 24% GD	83% 26% GD	82% 18% GD	82% 18% GD	89% 18% GD
RWM 70% 7%	64% 8% GD	74% 6% GD	64% 14% GD	64% 14% GD	82%

KS2 Summary 2023 – Groups (EXS+)

	Male	Female	FSM	Dis.	EAL
59	39	20	35	35	26
<u>Reading</u> 78% 39% GD	74% 30% GD	85% 55% GD	72% 40% GD	72% 40% GD	81% 39% GD
<u>GPS</u> 80% 44% GD	74% 38% GD	90% 55% GD	67% 37% GD	67% 37% GD	89% 62% GD
<u>Maths</u> 80% 41% GD	74% 33% GD	90% 55% GD	69% 34% GD	69% 34% GD	89% 46% GD

<u>Writing</u> TA 81% 14% GD	77% 3%	90% 35% GD	71% 6% GD	71% 6% GD	89% 19% GD
<u>RWM</u> 76% 12% GD	72%	85% 35% GD	69% 6% GD	69% 6% GD	81% 15% GD

Progress Scores

Reading **+0.37 (all)** **Dis. +0.78**

Writing **+0.34 (all)** **Dis. -0.49**

Maths **+0.76 (all)** **Dis. -0.52**

Pupil outcomes showed that for 2022/2023 our **PP pupils (non-SEND,) made at least good progress** from their starting points in all areas.

Girls and EAL pupils (including PP) made excellent progress and achieved outcomes in line/above national expectations.

A significant proportion of the PP pupils were in receipt of SEN support in this particular cohort (12/35).

Attendance figures for 2022/2023

Year 1

PP 86.61%

NON 91.33%

Year 2

PP 90.63%

NON 91.15%

Year 3

PP 85.41%

NON 90%

Year 4

PP 89.83%

NON 93.39%

Year 5

PP 90.13%

NON 94.47%

Year 6

PP 87.05%

NON 91.07%

We monitor attendance closely and in cases where attendance is an issue, procedures are fully in place to address concerns. The impact that PP pupils who factor as cases of PA is something that we continually work hard to improve particularly in Years 1, 3 and 6.

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.

King's Hill has used programmes endorsed by the DfE research organisations for example, the Education Endowment Foundation.

