

Pupil premium strategy statement – Kingfisher Cof E Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	99 (includes Nursery of 27 pupils)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sharon Bishop (Headteacher)
Pupil premium lead	Sharon Bishop
Governor / Trustee lead	Ben Hicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,309
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,309

Part A: Pupil premium strategy plan

Context

Kingfisher CE Primary Academy is a Church of England school, which has been open since September 2021, in Wichelstowe, Swindon. Wichelstowe is a new development on the outskirts of Swindon. The school is part of the Diocese of Bristol Academies Trust. The school is situated on the same Campus as the Deanery Secondary School, and as the development continues to grow our demographic and intake continue to change. We have an above national number of disadvantaged learners, EAL learners and a high percentage of SEND. There are higher levels of disadvantaged pupils which are not reflected in the official data.

The school opened to a PAN of 15 (our current year 2). As a new school, this year group has a significantly high level of additional needs. Our PAN for Y1 is 30 (currently we have 22/24 from Jan) and our PAN for Reception is 60 (currently 33). We currently have 26 in Nursery provision. Current school total = 96 on roll. Kingfisher will grow to be a 2-form entry school, with a Nursery provision from 2yrs old through to Year 6.

The proportion of learners who are disadvantaged is in line with the national average (28%). The proportion of learners (Rec to Y2 = 14/69: 20%) with SEND is above the national average. The proportion of learners with EAL is above national at 42%.

Statement of intent

Our Objectives:

- *Provision of consistent high-quality teaching for all pupils.*
- *Early identification of potential barriers to learning*
- *Effective partnership with parents in supporting their children*
- *To accelerate the progress our disadvantaged learners, make across the curriculum, including progress for those who are already high attainers.*
- *To close the gap in attainment and progress that exists nationally between disadvantaged and non-disadvantaged learners*
- *To build the resilience of disadvantaged learners, and to foster within them the curiosity, creativity and confidence they need to flourish*

Principles

Our strategy to tackle disadvantage is informed by educational research and best evidence informed practice. We have aligned our approach to the recommendations in the EEF's guide to pupil premium strategy.

Our Pupil Premium funding allocation is directed in a way to maximise its impact on the greatest possible number of students. It is centred around the belief that quality first teaching is the best way to ensure all pupils make good progress.

We invest in high quality, evidence-informed continual professional development for all staff.

We aim to identify barriers to learning at an early stage, and put into place effective intervention strategies for students who begin to fall behind (academic and otherwise)

We ensure all pupils have access to a wide range of rich and diverse curriculum opportunities and experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantages.

The approaches we have adopted complement each other to help pupils flourish. This is achieved through creating high quality learning environments, supported by appropriated specialist emotional, behavioural and language-rich interventions.

Challenges

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

Challenge number	Detail of challenge
1	The long-term effects of COVID-19 lockdowns have disproportionately affected disadvantaged students, resulting in them being both academically and socially further behind their non-disadvantaged peers. Our Y2 students have been particularly affected due to missing significant early language developmental experiences before the age of 6
2	Oracy, phonetic knowledge and application are particularly weak in our Y2 cohort. This cohort has a significant % of SEND need.
3	Our disadvantaged pupils are more likely to have significant social and emotional needs, impacting on the readiness to learn. This can also have a negative impact on attendance
4	We have a significantly increasing proportion of EAL pupils in the school. Where this is linked with disadvantage those pupils are at greater risk of making insufficient progress compared with their peers
5	Our disadvantaged pupils are likely to have lower access to wider cultural experiences. This are very important in supporting pupils' wider personal (and academic) development.

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
Improve the oracy, literacy levels and reading ages of disadvantaged pupils	By the end of KS1 pupils' reading ages are at least within a year of their chronological age
Close the disadvantage gap in phonics acquisition and application.	Progress data reported at 6 points throughout academic year show that disadvantaged students make same progress as non-disadvantaged peers
Increase resilience of disadvantaged students and their engagement with education.	Lesson observations and behaviour data show that levels of resilience and engagement of disadvantaged students is in line with their non-disadvantaged peers
Improve pupil confidence and progress in mathematics, with particular emphasis on developing reasoning and problem-solving skills.	All pupils make good progress in maths by the end of KS1 from their string points.
Pupil welfare and social and emotional needs are being met and self-esteem is improving.	PP pupils will demonstrate levels of confidence and independence in line with age and other pupils. Attendance of PP pupils will be in line with non-PP

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External support for the development of Communication and Language	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so	1,2,3,4

(SALT, Colourful Semantics) Support for staff in developing strategies to meet the needs of EAL learners	that it extends their learning and connects with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Release time for Assistant Head and subject leaders to monitor and support staff in developing Quality First Teaching across the curriculum	‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ EEF Maximising Teaching https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac8c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	1,2,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and language interventions across EYFS and KS1	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
Effective deployment of TAs to support NELI, Talkboost, English Hub work	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3
Employment of TAs to	‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.	1,2,3

deliver small group support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and visits subsidy	<p>“Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” - EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 4, 5
Play therapy, NELI & Nylands	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4,5
Support for pupils to attend extra-curricular activities	<p>“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.</p>	5

Total budgeted cost: £26,300

Part B: Review of the previous academic year (2022-23) Outcomes for disadvantaged pupils

Challenges 1&3: Speech & Language: wider attainment

Kingfisher bought time and expertise of the Educational Psychologist Team to develop a language and communication project throughout the school. Development of language environments, language interactions and language opportunities. The impact on learners has been 78% of learners achieving GLD in Communication and Language in 2022, whereas 88% of learners achieved GLD in Communication and Language in 2023. Environments across the school improved in language content and purpose as evidenced in Reviews, Visitors feedback and learners' engagement in the environment. Language interactions improved between adults and learners seeing improvement in verbal sentence construction and non-verbal children repeating back phrases and words.

Challenge 2: phonics/early literacy

Phonics 'keep up sessions' delivered by our Reading Champions saw an improvement in the 'Little Wandle' data completed every 3 weeks. The additional practice and embedding of the phonics supported children in reading and writing. In Receptions this saw 100% PP learners achieve, GLD in Literacy (Comprehension, Reading and Writing). Out of the 4 PP pupils in Year 1 one achieved the phonics standard 3 were within 5 to 10 marks and should achieve the retake in Year 2. In 8 Reading two out of four children were working towards the standard and two were below with additional SEND needs.

Challenge 4,5: social and emotional needs; wider personal development

Kingfisher was able to support the training of two members of staff in ELSA (Emotional Literacy Support Assistant) who can work children on a one-to-one level to support their emotional needs and communication. In the longer term more children will be able to access this provision as the staff are now trained and there is succession planning in place.

Attendance for PP children improved from 90% in 2021-22 to 95% in 2022-23, children were more generally more confident and enjoy coming to school. The October Parent survey said that 75% of the respondents strongly felt their child was happy at Kingfisher with 100% saying they agreed or strongly agreed their child felt safe at Kingfisher. Specialist training from Behaviour support provided staff with strategies and routines to help regulate children who become anxious and dysregulated. Although these strategies do not work for all, generally across our PP children (who don't have more complex needs) we saw improvement in behaviour for learning and attitudes to learning. This was evidenced in school reviews and learning walks carried out by the Trust and Academy Council.

Overall we feel that we are on track to achieve our outcomes. Crucial to our success will be the continued recruitment and development of high quality staffing. This staffing needs to be supported in adapting to the changing needs of our growing school population.

Where a few pupils are at risk of not doing as well as intended this is linked to specific Special Educational Needs. We will be looking to get the support of external agencies to develop our capacity to meet those needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nil	