Pupil premium strategy statement

Kingmoor Junior School

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	Kingmoor Junior School
Number of pupils in school	329 (Oct 2022)
Proportion (%) of pupil premium eligible pupils	16% (53/329)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021- 2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	L Taylor, H Stewart (HT) Full Governing Body
Pupil premium lead	Laura Taylor
Governor / Trustee lead	Rosie Watling (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,075
Recovery premium funding allocation this academic year	£5655
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	£64,730

Part A: Pupil premium strategy plan

Statement of intent

At **Kingmoor Junior School**, the Pupil Premium Grant is used to ensure differences are eliminated by raising attainment of those children entitled to funding whilst recognising that other disadvantaged children may also need support. When making decisions about using Pupil Premium funding we consider the context of our school and research conducted by the Education Endowment Fund (EEF) which has been sited throughout this document as the evidence base for a lot of our activity (see link below to website**).

We firmly believe that quality first teaching in the classroom delivered by the class teacher together with the highest quality, rich learning experiences enables all pupils to achieve to the very best of their potential. Teaching staff have access to high quality CPD opportunities each academic year in line with school priorities.

We also use the Pupil Premium funding to support targeted interventions throughout the whole school. We ensure that staff are involved in the analysis of data and identification of pupils so that the interventions delivered are done so based on individual need. All interventions are analysed to assess the impact they have had on the individuals involved which then informs future planning.

We strongly believe that all pupils at Kingmoor Junior School have an entitlement to the full breadth of the curriculum as well as wider opportunities to further support learning and aspirations wherever possible. All pupils at Kingmoor have access to a wide range of extra-curricular activities and experiences. We plan the timetabling of intervention sessions carefully to ensure that this provision doesn't result in a narrowing of the curriculum for individual pupils.

Our strategy plan is shared with all stakeholders and is published on our website. Following our analysis of pupil progress each term, our strategy activities will be reviewed and adapted as appropriate to meet the current needs of our pupils. Our lead teacher and governor for Pupil Premium meet regularly to evaluate progress towards our strategy outcomes and this is shared termly at Strategic Full Governing Board meetings.

Our ultimate goal is raising the attainment of disadvantaged pupils of all abilities to ensure they reach their potential. Our objectives are based on the narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils in relation to national and internal school data.

** As stated within DfE guidance, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any*

point in the last six years and pupils in care or who left care through adoption or another formal route.

** *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit*

Challenges

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

Challenge number	Detail of challenge
1	The % of pupils eligible for Pupil Premium achieving A.R.E in English (reading & writing) is lower than for other pupils. Writing is a particular focus in school and is highlighted within the SIP. During our most recent Ofsted inspection, September 2021, Phonics and Early Reading (lowest 20% of cohort) was also highlighted as an area to further develop.
2	The % of pupils eligible for Pupil Premium achieving A.R.E in maths is lower than for other pupils.
3	Children's mental health and wellbeing – observations, discussions & check ins with pupils and families has identified social & emotional issues for many pupils. Some pupils have limited experiences outside of their immediate community.
4	Parental engagement and attendance – continue to build positive relationships with parents/carers and ensure effective communication including the importance of parental support and school attendance.

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
All pupils to make accelerated progress in reading	Pupils eligible for PP funding will make accelerated progress from their starting points in reading (KS1 data and internal end of previous year data will be used to measure progress made)
Early Readers will make accelerated progress through increased staff expertise within phonics teaching	All staff will have received phonics training Phonics approaches and use of resources will be evident in the teaching and learning across school Those pupils identified as early readers will make accelerated progress from their starting point
All pupils to make accelerated progress in writing	Pupils eligible for PP funding will make accelerated progress from their starting points in writing (KS1 data and internal end of previous year data will be used to measure progress made) All staff will have received training to support pupil oracy
All pupils to make accelerated progress in maths	Pupils eligible for PP funding will make accelerated progress from their starting points in maths (KS1 data and internal end of previous year data will be used to measure progress made)
To raise the wellbeing, mental health and self-esteem of pupils eligible for PP funding	Pupils eligible for Pupil Premium will engage in 1:1 pastoral support, social groups and well-being activities across school (as appropriate to their individual needs) and these activities will show a positive impact on social skills and self-esteem. Pupil wellbeing will continue to be a focus of Pupil Progress and Safeguarding Team Meeting discussions. Early identification systems will ensure that pupils requiring small group or individual support are able to access this in a timely matter. Intervention Monitoring systems will show progress of social and emotional skills over individual programmes of support.

To encourage parental engagement, working with and alongside families, to raise aspirations and enable parents to feel more able to support their children with all aspects of school life	The number of families of pupils eligible for Pupil Premium engaging in Family Learning opportunities will increase. Family support needs will be identified quickly by class teachers and school's Safeguarding Team and additional support will be put in place as required. Family learning opportunities will be provided in school.
Attendance for pupils eligible for PP funding to continue to be in line with that of all pupils in school	Attendance for pupils eligible for Pupil Premium will be in line with that of all pupils. Where attendance is an issue, school records will show a high level of school support for the pupil and family, engaging with external agencies as appropriate.
All pupils have access to the full breadth of our Curriculum, which encompasses, and goes beyond, the statutory National Curriculum in its scope	The percentage of disadvantaged and vulnerable pupils accessing wider opportunities, such as taking part in peripatetic instrument tuition and after school activities, will increase and be comparable to non-disadvantaged pupils.
To develop staff knowledge of metacognition & self-regulatory strategies. To begin to develop a whole school approach in relation to the teaching of these strategies. *- evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies*	Staff will have acquired metacognition and self-regulation approaches to teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 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.

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: £8335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost – Speech & Language CPD for all teaching staff Sessions taught to all Y3 and 4 pupils plus targeted Y5 & 6 pupils in school £400 staff training + £500 resources Speech & Language CPD for ASENCo to filter into SEND learning profiles	EEF Oral language interventions +6months 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. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	**1**
Reciprocal Reading CPD for English Lead & 2 STA's to deliver in Y5 & 6 £250 + cover 3 days £750	EEF Reading comprehension strategies +6months 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. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	**1**
Specialist Maths Mastery Teacher to provide termly in house CPD for all class teachers	EEF Mastery approach +5months Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. Quality First Teaching is widely evidenced as having the biggest difference to outcomes of pupils of all abilities – having effective & well-trained teachers in front of our children is the most effective tool for our all of our pupils.	**2**
Y6 Maths & English lead to provide Maths & English subject knowledge CPD sessions to TA's throughout school to support their teaching 6sessions ½ day £750		**1, 2**

CPD to raise staff knowledge, skills and understanding of supporting Teaching & Learning through modern means of technology 6 x 1 day - £1500		**1, 2**
Metacognition CPD for PP lead & Effective Learning Behaviours for SENCO – both to be fed back to all teaching staff through in house CPD £950	<u>EEF Metacognition & self-regulation +7months</u> There is some 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.	**1, 2, 3**
BUSS Level 1 training for PP lead and Designated Teacher 6 x 1 day - £1500		**1, 2, 3**
PP lead & Designated teacher to undertake Safeguarding Level 2 training £800		**3**
PP lead to attend Disadvantaged Network Conference £85 + £250		
Termly pupil progress meetings with teachers to discuss progress – PP pupils a priority in these meetings		**1, 2, 3**
MHWB Senior Leader Training for HT		**3**
Mental health award £600		**3**

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

Budgeted cost: £27960 + £6480 school led tutoring funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring sessions for pupils in Y4, 5 & 6 whose education has been most impacted by the pandemic. £6480	EEF Small group tuition +4months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	**1, 2**
Reciprocal Reading intervention £6336 Rapid Reading intervention £600	EEF Reading comprehension strategies +6months 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. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	**1**
Intervention groups – Reading, Writing & Maths £15,288 2pm HLTA interventions	EEF Teaching assistant interventions +4months	**1, 2**
Phonics (spelling & reading interventions) £6336	EEF Phonics +5months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	**1**
Oral language intervention – Talk Boost SEND budget	EEF Oral language interventions +6months 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. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	**1**

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

Budgeted cost: *£32,615*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased of experiences in the curriculum and through extra-curricular opportunities • Forest School sessions (all of Y3 & Y5) £1760 (50% of session costs) £1840 TA support • Outdoor learning residential trip (all of Y4 & Y6) £4000 • Costing of all school trips for PP pupils covered by funding 1500 • Costing of music lessons funded by PP funding £1965 • Priority to attend extra-curricular clubs	<u>EEF Arts participation & outdoor learning +3months</u> • Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. • There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	**3**
To purchase/source bikes in school so all pupils have the opportunity to participate in Bikeability in Year 5	<u>Cumbria County Council:</u> • pupils with better health and wellbeing are less likely to be absent and therefore more likely to achieve academically • effective social and emotional competencies developed through Bikeability are associated with greater health and wellbeing	**3**
To ensure the well-being of pupils through pastoral and social & emotional support - £21,200 • Social groups delivered by STA in each year groups for identified pupils • 1:1 School counselling for identified pupils – 1x30mins per week • SLM 1:1 and small group SEL sessions (e.g. Talking and Drawing, Decider Skills, Lego Therapy, ELSA support)	<u>EEF Social & Emotional learning +4months</u> 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. 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.	**3**

available with Senior Learning Mentor (SLM) or STA as appropriate • DESTY intervention – SLM to trial with some pupils & look into further		
To encourage parental engagement, working with and alongside families, to raise aspirations • Attendance monitored by SLM. Meetings arranged to speak with anyone who has an attendance below 90%. • Coffee & chat mornings set up on a monthly basis with external professionals attending – Ed psych, Magic Mel, The Little Sleep Company, Emotion coaching etc. to provide parents with extra skills • 100% attendance at parents evening (phone call if parents have not attended) • Signpost to family learning courses through SLM having close relationships with families • Encourage parental involvement through PFTA & parent governor positions • Additional end of term reports to parents in Autumn & Spring term (with full report issued at end of academic term) to further inform parents of academic progress and how to further support pupils • Open lessons for parents in Maths & Reading TBC in Spring/Summer term • Maths adult sessions for parents who did not achieve GCSE in maths in Kingmoor Business Centre	<u>EEF Parental engagement +4months</u> By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	**3, 4**
To provide all pupils with clear water bottles - £350	Poverty proofing the school day – reducing costings of the school day and ensuring children have access to equipment to meet their basic needs	**3**
To provide disadvantaged pupils with a breakfast	<u>Family Action -</u> Breakfast consumption in children has been found to: • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class	**3**

Total budgeted cost: £68,910

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 2021 to 2022 academic year.

Please see appendices below for data regarding attainment & progress of pupils eligible for PP funding for the academic year 2021-2022.

All pupils to make accelerated progress in reading

As appendix 1 shows below, pupils in receipt of PP funding across each year group show on average that they have made accelerated progress in their reading.

(Expected progress in 1 academic year is 6 progress points)

Year 3 – 7.12, Year 4 – 9.08, Year 5 – 7.25 & Year 6 – 6.33

All pupils to make accelerated progress in writing

As appendix 1 shows below, pupils in receipt of PP funding across each year group show on average that they have made at least expected if not accelerated progress in their writing.

(Expected progress in 1 academic year is 6 progress points)

Year 3 – 6, Year 4 – 7.92, Year 5 – 7.84 & Year 6 – 6.33

All pupils to make accelerated progress in maths

As appendix 1 shows below, pupils in receipt of PP funding across each year group show on average that they have made at least expected progress in their maths (not including Year 6).

(Expected progress in 1 academic year is 6 progress points)

Year 3 – 6.11, Year 4 – 6.33, Year 5 – 7.42 & Year 6 – 5.67

To raise the wellbeing, mental health and self-esteem of pupils eligible for PP funding

A school councillor has been employed to work 1:1 with some of our pupils who have been identified as requiring the extra support – to continue into 2022-2023.

SLM continues to work closely with identified pupils on a 1:1 basis, in small groups and also closely with parents.

Mental health accreditation has begun.

ELSA training completed by SLM to provide further support for pupils.

Kidsafe sessions delivered across the whole school.

To encourage parental engagement

Coffee & chat mornings began and will continue into the current academic year during school time. These are open to all parents – with a particular focus on PP/SEND families attending – and will be including external professionals to provide support & advice for parents & carers.

Year 2 transition evening was held.

100% parental attendance at parents evening.

Attendance for pupils eligible for PP funding to continue to be in line with that of all pupils in school

Attendance for PP pupils for the whole academic year was 94.58% compared with 95.13% for the whole school (a small increase from the previous year of 94.2%). The SLM continues to monitor attendance and will engage parents where there are concerns. Attendance monitoring is in place for any pupils whose attendance drops below 90% and then a meeting will be held if no improvements made. Inclusion / Safeguarding team continue to work with families through the Early Help Assessment process where wider family issues are impacting upon attendance.

All pupils have access to the full breadth of our Curriculum, which encompasses, and goes beyond, the statutory National Curriculum in its scope

- 84% PP pupils attended an extra-curricular club
- 42% PP pupils accessed Forest School sessions

- 22% PP pupils in receipt of funded music tuition (compared with 18% in previous year)
- 89% Y6 PP pupils attended outdoor residential in July (1 pupil chose not to attend)

Appendix 1

PROGRESS 2021-2022

*The number relates to the amount of progress made over the year. 2 points is the expected amount of progress in a term with 6 being expected across 1 academic year. Expected number at this point in the year should be 6.

SUBJECT	YEAR 3	YEAR 4	YEAR 5	YEAR 6
READING	OVERALL: 6.54 Boys 6.5 and Girls 6.57 PP 7.12 and SEN 6	OVERALL: 6.81 Boys 6.62 and Girls 7.04 PP 9.08 and SEN 8.54	OVERALL: 6.8 Boys 6.71 and Girls 6.89 PP 7.25 and SEN 8.37	OVERALL: 5.8 Boys 5.67 and Girls 5.95 PP 6.33 and SEN 4.43
WRITING	OVERALL: 6.19 Boys 5.86 and Girls 6.55 PP 6 and SEN 5.12	OVERALL: 6.76 Boys 6.7 and Girls 6.83 PP 7.92 and SEN 5.23	OVERALL: 6.98 Boys 6.95 and Girls 7 PP 7.84 and SEN 7.75	OVERALL: 5.74 Boys 5.42 and Girls 6.08 PP 6.33 and SEN 5.43
MATHS	OVERALL: 6.32 Boys 6.15 and Girls 6.5 PP 6.11 and SEN 5	OVERALL: 6.17 Boys 6.38 and Girls 5.9 PP 6.33 and SEN 5	OVERALL: 7.04 Boys 6.86 and Girls 7.22 PP 7.42 and SEN 8.62	OVERALL: 5.3 Boys 5.4 and Girls 5.19 PP 5.67 and SEN 4.72

Appendix 2

Year 6 PP Pupils 2021 – 2022	KEY STAGE 2 (end of year 6 results)			KEY STAGE 2 (Teacher Assessment)			PP National Average	
	PP	Non-PP	PP vs non PP comparison	PP	Non-PP	PP vs non PP comparison	PP	KJS comparison
Reading	67% (6/9)	77% (57/74)	PP -10%	78% (7/9)	78% (58/74)	PP +/-0%	62%	KJS +5%
Writing				56% (5/9)	77% (57/74)	PP -21%	55%	KJS +1%
Maths	56% (5/9)	66% (49/74)	PP -10%	56% (5/9)	74% (55/74)	PP -18%	56%	KJS +/-0%
Grammar	89% (8/9)	74% (55/74)						
Combined (R, W & M)	33% (3/9)	62% (46/74)	PP -29%	44% (4/9)			43%	KJS -10%

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
Maths 1:1 Online Tuition	Third Space Learning
Accelerated Reader	Renaissance Learning
TimesTable Rockstars	Maths Circle Ltd
Rapid Reading	Pearson
Spelling Shed	Ed-Shed
IDL	IDLS Group
Spelling Frame	
Digi-Map	EDINA