

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Kingsbridge Community Primary School
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	62
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tess Coulthard
Pupil premium lead	Krystle Zillah-Dudley
Governor / Trustee lead	Miranda Martyn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,110
Recovery premium funding allocation this academic year	£10,692
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£107,802</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all areas of the curriculum. We will take a whole-school approach, ensuring that all staff take responsibility for the outcomes of disadvantaged pupils and raise their own expectations of what these children can achieve.

Common barriers to learning for disadvantaged children can be limited support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties or attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that high-quality teaching provides learning opportunities which meet the needs of all pupils.
- Ensuring that appropriate targeted provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Providing appropriate and targeted support through our mental health and wellbeing programmes.

Providing wider opportunities to all disadvantaged children to benefit from experiences to which they would otherwise not have access

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with preschools, parents, pupils and professionals indicate under-developed or delayed speech, receptive and expressive language skills and vocabulary gaps. This is evident from EYFS through to the end of KS2.
2	Our internal assessments, particularly since the periods of remote learning in 2019-2020, 2020-2021 and 2021 - 2022 indicate that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils with significant knowledge gaps being identified, leading to pupils falling further behind. July 2022 external data: KS2, 10 PP children – (1 absent) only 56% expected in reading, 78% in maths and 30 % in writing, with 78% in SPAG and 22% achieved RWM. Further significant gaps at KS1 with 7 PP children, 14% expected in reading, 28% in maths and 0% in writing.
3	Our attendance data in 2018-2019 indicated that overall attendance of 96% was in line with the national average. However, attendance of disadvantaged pupils was 1.7% lower than their non-disadvantaged peers. They also had higher levels of persistent absence and punctuality issues. Last Year PP overall = 88.59% Not PP = 93.01% This Year PP - 91% with 16 persistent Not PP - 95.3 % with 34 persistent
4	The Office for National Statistics (ONS) published data in 2019 which surmises that certain groups of children are at greater risk of developing a mental health problem, including children who live in social housing, those whose parents have a mental health problem and those whose families need support from benefits. Our observations and the experience of classroom teachers concurs with ONS findings as many more disadvantaged pupils exhibit poor self-regulation and motivation compared with non-disadvantaged children which can impact outcomes. Following periods of lockdown during the Covid-19 pandemic, an increase in social and emotional issues among disadvantaged pupils has also been identified with an increase in teacher referrals for in school support. Our resources are limited with a Teaching assistant in this role 4 afternoons per week to support up to 62 children.
5	Observations and discussions with pupils and parents indicate a lack of rich, memorable life experiences when compared with non-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
1. Achieve and sustain improved attendance and reduce persistent absence.	Sustained high attendance: Attendance of disadvantaged pupils is at least 95% with a gap of less than 1%

	<p>between disadvantaged and non-disadvantaged pupils.</p> <p>The percentage of pupils who are persistently absent is less than 8% with a gap of less than 1% between disadvantaged and non-disadvantaged pupils.</p>
2. Improved speech, expressive and receptive language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate improved speech and language and use of vocabulary among disadvantaged pupils. This will be evident during lessons and in books.</p>
3. Improved reading attainment and progress among disadvantaged pupils.	<p>Achievement in line with expectations of RWI programme by the end of KS1.</p> <p>KS2 reading outcomes indicate at least national average attainment and progress.</p>
4. Improved maths attainment and progress among disadvantaged pupils.	<p>KS2 maths outcomes indicate at least national average attainment and progress.</p>
5. Improved writing attainment and progress among disadvantaged pupils.	<p>KS2 writing outcomes indicate at least national average attainment and progress.</p>
6. Consistently high levels of engagement and investment in learning among disadvantaged pupils.	<p>Lesson observations show that children are demonstrating curiosity, concentration and active learning behaviour in all lessons.</p> <p>This will also be evident in other qualitative data such as pupil voice.</p>
7. Achieve and sustain improved wellbeing and mental health in all pupils, particularly disadvantaged pupils.	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• attitudes and ideas expressed in pupil voice</li> <li>• pupil progress in targeted intervention programmes such as Thrive and nurture groups</li> <li>• increased participation in enrichment activities.</li> </ul>

## 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: £55,348.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI</p> <p>Continue to develop the implementation and best practice of RWI as synthetic phonics strategy in EYFS/KS1. In addition to a proportion of the licensing costs, we will fund teacher release time to carry out CPD and assessment.</p> <p>License £1450 EYFS lead 10% Release time cover £3000.</p>	<p>Phonics is an important component in the development of early reading skills. When embedded in a rich literacy environment, research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Source: <a href="#">Education Endowment Fund, Phonics</a></p>	<p>2,1</p>
<p>TALK FOR WRITING</p> <p>Implement Talk for Writing to improve the quality of writing and also develop children’s oral language and vocabulary. We will fund part of the implementation CPD and teacher release</p>	<p>A review of T4W (<a href="#">UCL Insitute of Education 2015</a>) noted “that elements of T4W appear to be impacting upon school practices in ways that teachers find effective and that pupils find appealing.” The 16 T4W Training Schools show an increase of 10% in writing attainment at the end of KS2 compared to 4% nationally and 12% in SPaG attainment compared to 5% (<a href="#">2016-2019 data</a>).</p> <p>Source: <a href="#">Education Endowment Fund, Oral language interventions</a></p>	<p>1, 2, 4</p>

<p>time to embed good practice. £4000 Per year and 4 days supply for Writing Lead to support implementation £4000 + £720 (£180 per day supply cost)</p>		
<p>MATHS Enhance our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of DfE and EEF guidance in school and to access Maths Hub resources and CPD.</p> <p>£900 5 days supply for Maths Lead release £900 = 5 x days supply for Year2 CT release (£180 per day supply cost)</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: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>CPD Ongoing CPD and coaching (Walk Thrus) to support the teaching of our new knowledge curriculum. We will fund teacher release to allow subject leaders to develop and ensure high quality teaching of their subject</p>	<p>We have looked at the capacity of staff within the school and recognise that we need to release staff to be able to support less experienced teachers and to ensure that the newly structured curriculum is implemented effectively. CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. <a href="https://thenationalcollege.co.uk/news/september-return-the-importance-of-cpd-in-schools#:~:text=CPD%20increases%20teacher%20motivation%2C%20confidence,a%20more%20effective%20teaching%20environment.">https://thenationalcollege.co.uk/news/september-return-the-importance-of-cpd-in-schools#:~:text=CPD%20increases%20teacher%20motivation%2C%20confidence,a%20more%20effective%20teaching%20environment.</a></p>	2, 4

<p>across all key stages.</p> <p>CPD COACHING</p> <p>Supply cost per day £180 x 38 days release for staff = £6840</p>	<p>Source: <a href="#">Education Endowment Fund Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</a></p>	
<p>CHAMPIONING</p> <p>Senior Leadership Team to champion individual children, attending parents' evening, monitoring attendance, building a relationship.</p> <p>No cost</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	4, 5
<p>MENTAL HEALTH AND WELLBEING</p> <p>Staff retention – additional class in KS 1</p> <p>£37538</p>	<p>Lower pupil numbers in Key Stage 1 (91 children) than in Key Stage 2. Keeping KS 1 as 4 classes ensured smaller class sizes and reduced workload for staff which positively impacts staff mental health, avoiding staff turnover which negatively impacts pupils mental health and wellbeing. Research also suggests smaller class sizes results in more opportunities to flexible teaching approaches and high quality interactions impacting attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	2, 4

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

Budgeted cost: £4,536.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SCHOOL LED TUTORING</p> <p>We will fund one-to-one and small group catch-up tutoring in English and maths to supplement DfE school-led tutoring allocation</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>Source: <a href="#">Education Endowment Fund One-to-one Tuition.</a></p> <p>and in small groups:</p>	2, 4



<p>This will include training tutors using the National Tutoring Programme.</p> <p>Gov pay 60% of costs = £10,692</p> <p>We pay 40% = £4236.80</p>	<p>Source: <a href="#">Education Endowment Fund, Small Group Tuition</a></p>	
<p>READING</p> <p>Reading comprehension and phonics interventions. We will use a range of strategies to develop readers and address barriers including decoding, fluency, vocabulary and comprehension.</p> <p>Reading Fluency Intervention</p> <p>Fresh Start</p> <p>Fast Track programme</p> <p>One-to-one reading in Y3 and 4.</p> <p>Yarc assessment tool</p> <p>£300</p>	<p>Fluent readers can read quickly, accurately and with appropriate intonation. Fluent reading supports comprehension as cognitive resources are freed from word recognition to comprehending the text.</p> <p>Source: <a href="#">Education Endowment Fund, Improving Literacy in KS2</a></p> <p>As an extension of our RWI Phonics programme, Fresh Start will be used as catch-up intervention for low-attaining readers in Years 5 and 6 who are assessed as having issues with decoding.</p> <p>Source: <a href="#">Education Endowment Fund, Phonics</a></p>	<p>1, 2</p>
<p>SPEECH AND LANGUAGE</p> <p>Talk boost in EYFS to address language needs on school entry</p> <p>Speech link assessments in EYFS</p> <p>Speech and language link program to deliver interventions in KS 1 and KS2.</p> <p>TA afternoons per week to deliver interventions.</p> <p>Transitions from preschool include pupils identified and referrals to SALT made prior to starting EYFS.</p> <p>Speech, language and communication needs training to be delivered</p>	<p>Oral language interventions can have a positive impact on pupil's speech and language skills. Approaches that focus on speaking, listening and a combination of the two, show positive impacts on attainment.</p> <p>Source: <a href="#">Education Endowment Fund, Oral language interventions.</a></p>	<p>1</p>

to teaching staff by Advisory Teacher.		
<p><b>MATHS</b> Additional maths sessions, targeted at disadvantaged pupils, to develop core maths understanding. Trained and experienced teaching assistant to deliver the Counting to Calculating program.</p>	<p>Intervention aimed at key stage 1 and year 3 to address misconceptions and areas of difficulty within early number and additive reasoning. When previously delivered consistently (pre COVID) in 2018-2019, 100% of children achieved the counting objectives of the program, 80% achieved the additive objectives. Between Year 1 and Year 2, 60% made well above expected progress and 20% made expected progress. In July 2022 100 % of children achieved the counting objectives of the progress making expected progress and 70 % made more than expected progress completing the inverse objectives of the program.</p> <p>Source: <a href="#">Education Endowment Fund Improving Mathematics in Early Years and KS1</a></p>	2

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

Budgeted cost: £30,074.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>BREAKFAST CLUB</b> Provide a Breakfast Club which will offer a range of academic support activities as well as social engagement activities. Cost = £4.50 per hour x 38 places per week = £171 per week, £1197 per half term £5985 per year</p>	<p>Education Endowment Fund's revised report on the provision of breakfast clubs in December 2019 indicated improved attendance (26 fewer half days of absence in a class of 30) and improved behaviour (based on teacher surveys). It also reported a positive impact on attainment for children in KS1.</p> <p>Source: <a href="#">Education Endowment Fund Magic Breakfast</a></p>	3, 4, 5
<p><b>FOREST SCHOOL CLUB</b> Sept / Oct is open to Yrs 4,5,6.</p>	The Forestry Commission's research	4, 5

<p>Nov/ Dec is open to Yrs 1,2,3. It would continue to alternate every half term.</p> <p>If the school fund up to 15 places that would be £840 per half term.</p> <p>£5040 total</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>recognises the positive impact Forest School has on children's confidence, social skills, communication, motivation, physical skills and knowledge and understanding.</p>	
<p><b>WELLBEING AND MENTAL HEALTH</b></p> <p>Wellbeing TA 4 x afternoons No cost.</p> <p>Wellbeing lead – SENDCo completed Dragonfly training. No cost.</p> <p>Year 6 wellbeing ambassadors. No cost.</p> <p>Thrive license renewed for final year. No cost.</p> <p>Drawing for Talking License cost = £82.50 SEND budget</p> <p>Introducing Motional as a tool to identify and support and monitor children. No cost.</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Source: <a href="#">Education Endowment Fund Social and Emotional Learning</a>.</p>	3, 4
<p><b>WELLBEING</b></p> <p>Playground Buddy Bibs – £55.98</p> <p>Real PE training for playground buddies – no cost</p> <p>Fixing middle playground climbing frame</p>	<p>Through wellbeing surveys, pupils identified break and lunchtimes as a time that potentially caused anxiety.</p> <p>Requests were made for: Opportunities to play with other classes and key stages Quiet areas to go to</p>	3, 4

<p>approx.£4994.00 – Rhino Play</p> <p>Wellbeing sensory garden to provide a quiet and calm space at break and lunchtimes. Approx: £2000 for plants, seating, water feature.</p> <p>Sports premium is being used to buy new playground toys</p> <p>Implementing the golden mile on running track. No cost.</p>	<p>Climbing frame to be fixed (broken for 4 years and inaccessible) ways to improve break and lunchtimes</p> <p>More opportunities to move in the day.</p> <p>Children in British primary schools spend 20% or 1.4 years of their school attendance in play and yet many schools have no strategic or values-based approach to play across all ages.</p> <p><a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/09/OPAL-Booklet-Outdoor-Play-2021-2.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/09/OPAL-Booklet-Outdoor-Play-2021-2.pdf</a></p>	
<p>MEMORABLE EXPERIENCES</p> <p>Memorable experiences including music lessons, access to residential visits and outdoor learning.</p> <p>Records to be kept autumn, spring, summer.</p> <p>£10,000</p>	<p><a href="#"><u>OFSTED – Learning outside the classroom 2008</u></a></p> <p><i>When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development. Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom activities.</i></p>	4, 5
<p>CONTIGENCY FUND</p> <p>Contingency fund for acute issues.</p> <p>£2000 receipts to be collected to review patterns in spend.</p>	<p>Based on our experience, we have identified a need to set aside a small amount of funding to enable us to respond quickly to needs not yet identified.</p>	All

**Total budgeted cost: £89,959.78**

## 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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*