

Pupil premium strategy statement

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	Kings Academy College Park (Infant)
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	79 Pupils (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	K Pycroft
Pupil premium lead	K Pycroft
Governor / Trustee lead	K Chevis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,735
Recovery premium funding allocation this academic year	£9,135
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	£93,870

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- To improve the profile and engagement of Reading in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- When providing 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 are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths. Undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs.
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Monitor attendance closely to ensure that pupils and parents receive the right amount of support they need from us as a school.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Improve the profile of Reading outside of school - parent participation.
3	Employment of high quality staff to help support targeted interventions.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between disadvantaged and non-disadvantaged pupils.
To improve the profile of Reading inside and outside of school.	A whole school focus on engagement and reading for pleasure inside and outside of school will help support our disadvantaged children.
Pupils access a wide range of enrichment experiences both inside and out of school.	Disadvantaged children will be encouraged to try new before and after school clubs. Any disadvantaged child unable to pay for trips/clubs will be supported.
To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.	Support to be made available to those parents that need it either as pastoral or academic support.

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: £ 12,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECAR Teacher employed to help support Reading in Year 2. (Two days per week - Spring 1)</p>	<p>Reading Recovery is rated as having a strong impact on primary reading by the EEF based on available research.</p> <p>We have also identified that many of our Year 2 children are struggling with Reading, therefore we want to employ an ECAR reading teacher to provide targeted support programmes to help with these children in order to continue to close gaps.</p> <ul style="list-style-type: none"> ● <i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i> ● <i>Training and supporting highly qualified teachers deliver targeted support.</i> 	<p>1,2</p>

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

Budgeted cost: £ 62,308.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Teachers are being offered subject knowledge training in key areas to improve teaching outcomes.</p> <p>Teaching Assistants offered CPD to support targeted interventions across the school.</p> <p>Reading is a high priority on the school action plan.</p> <p>Pupil Progress meetings track progress of Pupil Premium pupils and appropriate, timely interventions are put in place.</p>	<p>We have acknowledged that some of our staff will need to go on additional training courses to help support their subject knowledge and improve quality first class teaching.</p> <p>We are also offering our Teaching Assistants opportunities to undertake further training to help support our children and provide high quality interventions. Eg Bug Club Phonics, Educare, Attachment Awareness.</p> <ul style="list-style-type: none"> ● <i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i> ● <i>Training and supporting highly qualified teachers deliver targeted support.</i> 	<p>2,3,4</p>

<p>Purchase web based programs to be used in school and at home to support core subjects.</p> <ul style="list-style-type: none"> ● Bug Club Phonics ● Purple Mash <p>Reading logs purchased with the whole school incentive programme to encourage more pupils to read outside of school.</p>	<p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with reading.</p> <p>The involvement of parents in their children’s learning activities (eg parents evening, phonics workshops)</p> <p>More intensive programmes for families that need it.</p> <ul style="list-style-type: none"> ● <i>EEF toolkit – parental engagement</i> ● <i>EEF guide to pupil premium – targeted academic support</i> ● <i>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</i> 	<p>2,3</p>
<p>Teaching Assistants employed to provide target interventions for our children either both academically or for emotional support. Eg Precision Teaching and ELSA</p>	<p>High quality small group interventions</p> <p>Specialists lead CPD sessions with individual pupils and staff.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <ul style="list-style-type: none"> ● <i>EEF – oral language interventions consistently show a positive impact on learning.</i> ● <i>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</i> 	<p>1,2,3</p>

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

Budgeted cost: £19,035.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance for disadvantaged children is monitored on a weekly basis by PP Leader and patterns of missed attendance is actioned by the PP Leader.</p> <p>PP Lead/Attendance Lead and SENCO to contact families that may need extra support.</p> <p>EWO Officer Joint with KANP.</p> <p>ELSA to help support children with emotional wellbeing.</p>	<p>Attendance monitored on a weekly basis. Any patterns of missed attendance need to be addressed with the Attendance Lead/Family. Current PA (below 90%) for PP children is 24%. This activity will lead to improvement for PA in PP children.</p> <p>PP Leader to work with Attendance Lead (SLT) and SENCO to identify strategies to help support families in improving attendance.</p> <p>EWO officer to support the school from January 2022 to target attendance of children below 96%.</p> <p>ELSA Support/Regular check ins for those children that need it.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer if needed.</p> <p><i>EEF toolkit– Parental engagement</i></p>	<p>1,4</p>
<p>Cultural capital experiences promoted in the curriculum. Character Building Programme (CJ's in school)</p> <p>Minibus to transport pupils for trips and after school clubs.</p> <p>Reduction in cost of trips for PP</p> <p>Sports/music events promoted to PP and are encouraged to attend.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data</p> <ul style="list-style-type: none"> ● <i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i> ● <i>EEF – sports participation increases educational engagement and attainment.</i> ● <i>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</i> 	<p>3</p>

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.

Statutory assessments were cancelled again this year due to the Covid-19 pandemic. However detailed tracking of children indicates that the children were on track to make at least good progress from their starting points

Infant Scorecard Data from Year 2 – 2020-2021

Indicator	All	PP	SEND	Girls	Boys
Reading EXS+	55	41	21	59	50
Writing EXS+	47	31	21	61	32
Maths EXS+	58	45	29	67	48
RWM Comb EXS+	39	28	21	49	29
Phonics	41	14	10	40	41
GLD	52	24	0	58	45

Due to the second lockdown, Reading Recovery Teacher worked 0.2 FTE with change of focus. All children made progress from starting points, many making accelerated progress, due to training and subsequent ongoing support for catch-up staff being highly effective, high quality resources being provided for guided reading based upon expert knowledge and research of reading recovery and allowing teachers to focus on the teaching, accurate and detailed diagnostic assessments identifying individual needs of children and the ongoing advice given to teachers, her own outstanding quality of teaching when working with children on one-to-one basis, particularly with key marginal children.

Children were supported by ELSA (including time to talk every morning, anger management, lego therapy, friendships, personal space, family dynamics, understanding emotions). Highly positive feedback from parents and staff. Noticeable difference seen both in relationships with others, readiness to learn and engagement with school. During partial opening due to Covid-19 pandemic, our ELSA supported our SENCo with family liaison supporting parents and children experiencing difficulties due to the closure.

Despite extension and enrichment visits being limited due to the pandemic, the Commando Joe's programme proved to be highly successful increasing the children's resilience, ability to problem solve, increased vocabulary and team working. Visitors to the school observed high levels of engagement and involvement, and cooperation and inventiveness. Due to the pandemic, the residential trip could not go ahead.

Reading/Phonics/Spelling interventions – majority of children made expected progress with many making better than expected. Personalised support offered to parents during lockdown increased parents ability and confidence to support their child

Writing – Assessments showed that children were all making progress for their starting points up to and following lockdown. Teachers reported children returning to school with confidence and resilience even more than was expected.

All families were contacted by the school at least once with vulnerable families and those that needed it contacted on a daily or weekly basis. Once school partially opened, vulnerable and key worker children were invited into school. The school also supported parents and carers throughout lockdown with support accessing food banks and food hampers, seeking benefits and offering well-being support.

Externally provided programmes

Programme	Provider
Not Applicable	