

# 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 Forest Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Porter
Pupil premium lead	Helen Porter
Governor / Trustee lead	Carol Warrant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110, 035
Recovery premium funding allocation this academic year	£11, 745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£121, 780</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We understand that closing the attainment gap between disadvantaged children and their peers is a complex challenge faced by all schools. The introduction of pupil premium funding has reduced this gap and this is most successfully achieved where schools use evidenced based approaches which are specific to the challenges faced by their local community. We recognise that high quality teaching 'is the most important lever schools have to improve outcomes for disadvantaged pupils.' (The EEF Guide to the Pupil Premium)

Our pupil premium strategy is focused on the needs of the community we serve and the potential barriers faced by children who live in poverty.

We recognise the children may not necessarily be in receipt of pupil premium but still may be affected by poverty and this is characteristic of many of the children served by Kings Forest Primary School.

The most recent survey completed by the TUC found that Kingswood has the highest amount of working poor in the country. These children may not be in receipt of pupil premium but are still affected by poverty.

<https://www.theguardian.com/society/2014/apr/01/tuc-uk-pay-living-wage-kingswood>

The barriers that this presents is evidenced in the South Gloucestershire Child Poverty Needs Assessment:

<https://consultations.southglos.gov.uk/consult.ti/childpovertynneedsassessment/consultationHome>

The school is situated in a priority neighbourhood serving the wards of Kingschase, Rodway and Siston.

<https://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>

Life expectancy for females living in Kingswood is the fourth lowest in England and Wales.

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/lifeexpectancies/bulletins/lifeexpectancyatbirthandatage65bylocalareasinenglandandwales/2014-11-19#regional-life-expectancy>

Our intention is to reduce the barriers presented by poverty so that all pupils achieve the highest possible standards and disadvantaged pupils attain and achieve as well as

their non-disadvantaged peers. This is to be achieved through a rigorous focus on high quality teaching, targeted academic support and wider strategies to support non-academic barriers to success.

Our strategy is underpinned by our whole school curriculum pillars of:

- Reading
- Oracy
- Citizenship
- Direct Instruction
- Passion, Joy and Childhood

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attend school less regularly than non-disadvantaged pupils with a higher proportion of broken weeks.
2	Disadvantaged pupils are more likely to require a Child in Need plan or Child Protection plan with the most common categories being neglect or emotional abuse.
3	Disadvantaged pupils are more likely to have an SEN/D need.
4	Disadvantaged pupils are more likely to enter school with under developed speech and language skills.
5	Disadvantaged pupils are less likely to access books and read regularly.
6	Disadvantaged pupils are less likely to access experiences beyond those provided within school.

## 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
Disadvantaged pupils attend school as regularly as their non-disadvantaged peers and broken weeks have reduced.	Disadvantaged pupils attendance is in line with the national average for all pupils, currently 96%.
Disadvantaged pupils who have current or historical social care involvement remain safe and happy and begin to close the gap with their peers.	Academic and social/emotional progress for these pupils is positive and engagement in schooling is high. Exclusions remain low.
Early identification of need leads to swift and appropriate action and intervention.	Disadvantaged pupils at school support level make good progress against their individual targets.
Disadvantaged pupils are able to communicate as well as their non disadvantaged peers. They have the opportunity to use expressive language regularly and with confidence.	<p>Disadvantaged pupils within the Early Years show accelerated progress within speech and language and begin to close the gap with their non- disadvantaged peers. Disadvantaged pupils take part in discussions, role play and perform with confidence.</p> <p>All disadvantaged pupils with identified S&amp;L needs will be overseen by schools S&amp;L therapist and receive intervention.</p>
Disadvantaged pupils read regularly to an adult and develop their fluency skills to aid comprehension.	<p>Disadvantaged pupils attain as well as their non-disadvantaged peers in phonics and reading. They love to read, are fluent readers and word collectors.</p> <p>Disadvantaged children in KS1 who are falling behind in phonics will receive additional phonics intervention and additional reading fluency support at least 3x per week.</p> <p>Disadvantaged children in KS2 who are falling behind in reading will receive additional 1:1 reading support at least 3x</p>

	per week and/or small group intervention at least 2x per week.
Disadvantaged pupils experience and access a rich curriculum offer which is joyful and developmentally appropriate.	<p>Disadvantaged pupils are able to access specialist teaching in a range of foundation subjects which is enriched through 100% attendance at school trips and events.</p> <p>All disadvantaged pupils will have access to specialist sports coaching and music teaching. In Y3 and Y4 they will learn the ukulele. In Y5/6 they will receive specialist textile teaching. Within KS2 they will receive specialist Spanish teaching.</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: £ 45,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Iris Connect IT system to support lesson study across the school.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=lesson%20study">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=lesson%20study</a>	5
Work with Voice 21	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice</a>	4
Whole school Book club CPD approach to performance management	Whole school pilot (see IMPACT posters) showed good evidence that attainment for lowest 20% improved as a result of focused teaching and improved pedagogy.  'The Thinking School' by Dr Kulvarn Atwal  'Thanks for the Feedback' by Douglas Stone and Sheila Heen	3, 5
RWI training package	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	5
Teaching Development Time (TDT) weekly for all teachers	Whole school pilot (see IMPACT posters) showed good evidence that attainment for lowest 20% improved as a result of focused teaching and improved pedagogy.	3, 4, 5
Membership to Chartered College for all teachers	Whole school pilot (see IMPACT posters) showed good evidence that attainment for lowest 20% improved as a result of focused teaching and improved pedagogy.	3, 4, 5, 6

Lead phonics teacher training time for reading assistants TAs and teachers	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	4, 5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics teacher: Small group and 1:1 intervention	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	4, 5
2x apprentices in Y1 and Y3 for 1:1 reading, support and small group intervention.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	4,5
Training and implementation of Lexplore (reading package)	<a href="https://www.lexplore.com/gb/">https://www.lexplore.com/gb/</a>	3,5
4x reading assistants 1:1 reading support	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	3,5
Speech and Language therapist: Assessments and interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	4

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

Budgeted cost: £ 32,229

Activity	Evidence that supports this approach	Challenge number (s) addressed
Specialist music teacher 3 days/wk. Teaching all classes	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music%20teaching">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music%20teaching</a>	6
Forest school TA. YN – Y4	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Forest%20school">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Forest%20school</a>	6
Kath Cairns Associates trauma training for TAs.	<a href="https://kca.training/case-studies">https://kca.training/case-studies</a>	2
EWO support package from Local Authority	<a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>	1

**Total budgeted cost: £ 126,134**



## 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.**

100% of disadvantaged pupils engaged in home learning or attended school during lockdown. Where disadvantaged pupils were working from home, all were offered individual home learning tutoring sessions for phonics or reading. 100% of disadvantaged pupils were provided with technological support/equipment to access home learning.

The school library remained open and disadvantaged pupils were supported to attend and families in need were provided with food and other necessary support.

All disadvantaged pupils returned to school after lock down and none went on to be home educated.

Parent views indicate that the community felt well supported and pleased with the educational and pastoral offer:

*'I've been meaning to email for a while. I just wanted to provide feedback in regards to how fantastic I think the school has been in relation to Covid 19. We've been really impressed with how well thought out and well communicated everything has been. We never had any doubts coming back because we knew you guys would do the best for the children and also for the parents.'*

*'I can't thank the school enough. All of the teaching staff are brilliant and you and Mr Newman are excellent. Thank you for everything you do for the children. You are inspirational.'*

*'A has a brilliant teacher. A's dedication to learning is really blooming. Her learning is all thanks to you and the teaching staff showing her that being positive towards learning works.'*

In school data shows that disadvantaged pupils who do not have a SEN/D need attain as well as their peers. Those disadvantaged pupils who are subject to a Child in Need or Child Protection Plan do less well than their peers.

Speech and Language work continued during lockdown either virtually or face to face with the school's speech and language therapist. All disadvantaged children who need this support engaged and continued with this work.

The relentless focus on teaching continued and all staff continued to receive training, feedback and the Bookclub CPD offer. This included full training and implementation of The Write Stuff. Teaching throughout was never less than good both online and within the classroom.

## 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
The Write Stuff	Jane Considine

## Further information (optional)

The school uses its SMARTER strategy to support disadvantaged children day to day.

### Bibliography:

Dix, Paul When The Adults Change Everything Changes Independent Thinking Press, 2017.

<https://educationendowmentfoundation.org.uk/>

Gilbert I, The Working Class Independent Thinking Press 2018

Hudson, Kerry Lowborn: Growing Up, Getting Away and Returning to Britain's Poorest Towns Penguin, 2019.

Lemov D, Reading Reconsidered Jossey-Bass 2016

Quigley, Alex Closing The Vocabulary Gap David Fulton Books 2018

Rowland M, The Pupil Premium John Catt Publication 2015

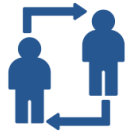
Swann M, Peacock A, Hart S and Drummond J Creating Learning Without Limits Open University Press 2012

Voice 21 Speaking Frankly: The Case For Oracy In The Curriculum English Speaking Union 2019



## S EATING

Deliberately plan seating so that all pupils are set up for success, with both challenge and support, and free from distraction. Groupings should support and develop Oracy. Tables must be grouped to enable collaborative quads [shoulder and face partners].



## M ARKING and FEEDBACK

- Ensure that marking leads to feedback which focuses on learning from mistakes and creates growth.



## A CT ON UNDERACHIEVEMENT

- Highlight any underachievement which impacts a pupil's education and ensure that it is addressed through timely interventions and quality first teaching.
- Involve families through open, honest dialog and partnership working.



## R ELATIONSHIPS

- Practice and demonstrate genuine unconditional positive regard.
- Build strong relationships through using positive language.
- Always take time to repair relationships when needed ensuring pupils are free from shame.
- Show every child you believe in them and support them to believe in themselves.
- Praise learning and their efforts but do not confuse the two.
- Build relationships with parents and engage them to support learning and address any underachievement.



## T EACH TO THE TOP

- High expectations for all. Expect more and you will get more; giving excuses for failure result in failure.
- Use feedback to tailor learning.
- Scaffold for those who need support.



## E XTRA OPPORTUNITIES

- Ensure that all pupils participate in extra opportunities to inspire and enrich e.g. trips, clubs and that finance is never a barrier to opportunity.
- For those who do not read at home regularly ensure in school opportunities.



## R ESOURCES

- Ensure that all pupils have the resources they need to be successful in all lessons e.g. PE kit.
- Consider what scaffolds are required to make every pupil succeed in every lesson.

