

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	Kingsmead Primary School
Number of pupils in school	227
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
Dates on which it is reviewed	Dec 2022, Dec 2023, Dec 2024
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Evelyn Deeney, Headteacher
Governor / Trustee lead	Gill Brady, Chair of Governors

Funding overview

Detail	Amount 2021 - 22	Amount 2022 - 23	Amount 2023-24
Pupil premium funding allocation this academic year	£174,125	£172,350	£178,140
Recovery premium funding allocation this academic year	£16,640	£17,581	£17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Proportion of pupils eligible for Pupil Premium	56%	64%	55%
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	£ 190,764	£189,931	£195,540

Part A: Pupil premium strategy plan

Statement of intent

At Kingsmead our intention is that all pupils, regardless of their background or challenges they may face, make good progress and attain highly across all subject areas. We ensure that teaching and learning meets the needs of all our pupils and a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers and SEND children.

Kingsmead serves an area of high deprivation and dense social housing, the families we work with are increasingly marginalised as the demographics of the surrounding area change.

Overcrowding, poor physical health, high levels of mental health issues and unemployment are higher than many other parts of the borough. During the recent lockdowns, most children experienced physical and emotional hardship as the conditions they lived in were not conducive to home learning. This makes our educational community more determined than ever to provide high quality learning experiences and a safe, happy environment for them to learn in. Quality first teaching is at the heart of improving outcomes for children and research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. We strive to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. A strategic approach to professional development ensures that all pupils have access to high quality teachers and are supported by experienced and well-trained, committed support staff who understand the barriers to learning and how to support this in a school setting. Our Inclusion team work closely with families to remove barriers to learning. Throughout the pandemic all staff were determined and successful at providing food, technology and support to all our families at Kingsmead.

Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes and also takes into account children with high needs.

Our aims for disadvantaged children are:

- To address barriers to learning by providing alternative support and high-quality intervention within the school, especially those affected by the pandemic
- To reduce the gap in attainment between the school's disadvantaged pupils, their peers and others nationally
- To encourage resilience, confidence and aspirations for all children by providing a rich, representative and relevant curriculum
- To provide a wealth of experiences that narrows the cultural capital gap upon entry and throughout their Primary journey

Our strategy is also responsive to the impact of the global pandemic and draws on the national plans for education recovery, particularly in the support offered through

academic mentor and the school led tutoring programmes. The funds allocated through this initiative are targeted at pupils whose education has been most impacted, particularly disadvantaged pupils. In a school such as Kingsmead where over half the children are from disadvantaged backgrounds and the remaining children tend to be just above thresholds for this measure, everything is aimed at improving the children's life chances and gaining the most positive outcomes attainable. The staff at Kingsmead work tirelessly to achieve this and it is central to the ethos of the school.

Challenges

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

Challenge number	Detail of challenge
1	Children begin Reception with low on-entry data, particularly in language & communication. This is evident from Reception baseline assessments, observations, and discussions with pupils that indicate vocabulary gaps / lack of oracy skills among many disadvantaged pupils. The vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged pupils.
2	Disadvantaged pupils are making slower progress than national in phonics. This is negatively impacting their development as readers. Early intervention through a rigorous phonics system will narrow this gap
3	Partial school closures and the loss of direct, classroom teaching, there has been a significant impact on the academic attainment of disadvantaged pupils across the school in reading and writing at expected standard and greater depth.
4	Data from Kingsmead surveys, observations and discussions with pupils and families have identified a lack of confidence in supporting pupils with learning at home particularly in basic skills.
5.	Promoting resilience, confidence and aspirations for disadvantaged children is a priority. A rich, relevant curriculum and quality first teaching ensures that children are given equal opportunities to succeed.
6	Assessments in reading and foundation subjects, alongside discussions with pupils and their families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment.
7	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils in 2021/22 to date
8	ELSA, the Inclusion Team and discussions with pupils and families have identified that emotional regulation is a challenge for some disadvantaged children. Since the pandemic there is evidence of increased mental health problems among children and families.

9	Previous to the pandemic Kingsmead children were 30% higher than the national average in terms of obesity and the pandemic has meant that children’s physical development and healthy lifestyles were seriously hampered by lack of sporting activities and basic exercise. Children on entry to reception have much lower than average PD levels than their national peers. Food poverty and poor nutrition means that children’s current development, concentration and future health could be impacted.
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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
Attainment outcomes for disadvantaged pupils are at least in line with or exceeding national for all pupils.	83% of pupils (including disadvantaged) to reach the expected standard in the Phonics screening check. KS1 & KS2 to reach the expected standard in Reading, Writing & Maths in line with children nationally Internal data tracking, formative and summative assessments to show that disadvantaged pupils are making accelerated progress in reading, writing and maths.
Improved oral language skills and vocabulary.	Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny and ongoing formative assessments.
Improved early reading attainment among disadvantaged pupils.	Phonics screening results for Y2 (Dec 2021) and Y1 (June 2022) show more than 80% (above national 2019). KS1 reading outcomes for disadvantaged pupils are at least in line with national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading.

<p>To achieve and sustain improved wellbeing for all pupils in school, particularly those who are disadvantaged.</p>	<p>Counselling and learning mentor support are provided and feedback is positive in response to parent / carer and pupil surveys</p> <p>Tracking Behaviour monitoring shows a reduction in incidents amongst disadvantaged pupils</p>
<p>Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities across the year</p>	<p>Opportunities to develop enrichment opportunities in sports, events, trips, creative workshops for disadvantaged children across the year</p> <p>Places for disadvantaged pupils at extracurricular activities are subsidised or provided at no cost. Analysis of attendance of participation among disadvantaged pupils</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: **£62,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is supported through personalised CPD in developing teachers' skills at supporting children from disadvantaged backgrounds</p> <p>Training for teachers on summative assessment, gap analysis and responsive teaching.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>The need for high quality teaching and the potential to succeed for all children</p> <p>Monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are 'high-level' in the sense that a single, global score, often from a standardised test, usually gives a snapshot of a child's learning which can then be used to identify gaps in learning.</p> <p>Professor Rob Coe, EEF Assessing Learning</p>	2, 3, 4, 5
<p>NELI – Nuffield Early Language Intervention</p> <p>Teacher training provided for Kingsmead and other Federation teachers</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Nuffield Early Language Intervention, EEF EEF Oral Language Interventions</p>	1, 2,3
<p>To broaden experiences of children from an early age through training</p>	<p>Outdoor adventure learning EEF The EEF suggests that adventure learning provides opportunity that disadvantaged children may otherwise not experience</p>	1,4, 5, 6, 8,9
<p>Phonics training for all staff and providing</p>	<p>EEF Evaluation Evidence Phonics EEF evidence shows that phonics has a positive impact</p>	2,3,4

decodable phonics books for school and home reading	overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Enhance our curriculum planning and teaching and learning in reading in line with DfE and EEF guidance. SLE Reading specialist to train teachers and developing effective use of resources	The Reading Framework, DfE The updated Reading framework provides support for teachers, leaders and specialists to develop the English curriculum to ensure children are receiving a robust reading programme throughout the key stages and develop fluent readers.	1,2,3,4,5,6
Provide coaching and mentoring to teachers linked to the CPD pathway (Teaching school alliance) Release time for teachers to work with their peers and reading relevant research and literature (Kingsmead Pedagogy book Club)	Effective Professional Development EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes Learn — Hackney Teaching & Schools' Alliance The professional pathway supports retention and the development of teachers at all levels.	1, 2, 3, 5, 6
Training for support staff is vital and key areas to combat barriers to learning are explored – emotional regulation, behaviour, supporting quality first teaching in the classroom	Resources for Emotional Literacy Support Assistants – ELSA Highlights the need to support children in a number of areas of their learning whilst dealing with the many barriers that children have to overcome	1, 2, 3, 4, 5, 8,

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

Budgeted cost: **£88,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the school-led tutoring programme to reduce gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>Tuition and school-led tutoring for pupils has a positive impact on children’s outcomes.</p> <p>1:1 Tuition targeted at specific needs and knowledge in small groups is effective</p> <p>One to one tuition EEF</p> <p>Small group tuition Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Implement the NELI intervention for key children in Reception & Year 1 to develop Oracy. Assess all Nursery children</p> <p>Fund release time for Intervention teacher Training for TA & Nursery Officer to deliver the intervention.</p>	<p>An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention.</p> <p>Nuffield Early Language Intervention, EEF</p>	<p>1,3,4,5</p>
<p>1:1 small groups or phonics provision is provided and reviewed every half term to ensure that children falling behind receive additional support.</p>	<p>EEF analysis of 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.</p> <p>EEF Evaluation EThe Reading Framework, DfE vidence Phonics</p>	<p>1,2,3,4</p>

Small group catch-up for Maths and English interventions in KS1 & KS2 carried out by academic mentors and specialist teachers	One to one tuition EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Catch Up Literacy EEF	1,2,3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extended provision at no cost – Breakfast Club & Activity Hour	Extending school time EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	6,8,9
Attendance support for Inclusion team to support families with persistent absences	Improving school attendance	7, 8
Wider Provision of trips and experiences: Theatre trips, Sporting events are planning across the year.	Life skills and enrichment EEF EEF states that enriching education has fundamental benefits: : ‘We think all children including those from disadvantaged deserve a well-rounded culturally, rich education’	5, 6, 9
School counsellor and learning mentor to support emotional well-being for families and children.	Social and emotional learning EEF Can increase positive pupil behaviour, mental health, well-being and academic performance.	8, 9
Food education: Developing knowledge in healthy eating, lifestyles and the importance of being active	Teaching children & families about what they eat improves health & well-being and nutritional knowledge can lead to a healthier life style. Nutrition education in UK primary schools (nnedpro.org.uk)	9,

Total budgeted cost: £190,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Pupil Premium activity on pupils in the **2020 to 2021** academic year.

Statutory data submissions for 2020 – 21 are not available due to COVID 19 partial closures. The changes throughout the year 2020-21 to educational provision required the funding to be adapted to meet pupil need whilst maintaining the principles outlines in the Pupil premium strategy.

We have used the evidence from EEF and our assessment data to understand the impact school closures have had on children nationally in terms of their learning. Research states that

- Pupils have made less academic progress compared with previous year group
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

School closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded initiatives for teaching and targeted interventions at the highest level that we expect. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and our determination to support disadvantaged pupils to access the curriculum we provided during lockdown.

During the partial closure, actions were taken to ensure that barriers to learning continued to be a focus. Our strategies included:

- Targeting vulnerable families for face to face learning in school
- Full curriculum delivered to vulnerable children and key worker children in school
- Inclusion team & SLT team twice weekly checks with children and families of vulnerable disadvantaged pupils.
- Weekly food parcels delivered to vulnerable and disadvantaged families
- Access to a weekly food shop for families
- Providing all children from disadvantaged backgrounds with a laptop and WIFI support (dongle)
- Printed packs and resources provided for SEND & disadvantaged children where needed
- Consistent monitoring of attendance & engagement and follow up of non-completion of work

Kingsmead internal assessments during 2020/21 show that the performance of disadvantaged pupils at the end of KS1 were below than it was in 2019 in phonics. Reading & Writing for both KS1 & KS2 were a focus in Summer term and attainment improved immensely by providing support outside the school day for disadvantaged children. Teacher assessment data was collated in June 2021 and demonstrates that in all year groups from

years 1-6, disadvantaged pupils made expected progress in reading , writing and maths. The largest gap in KS1 was identified in phonics and interventions were put in place for Autumn 1 in order for disadvantaged pupils to catch up quickly.

Our termly analysis of the impact of intervention in reading (particularly phonics) and First Class at Number in Maths as well as lessons outside the school day led by teachers, academic mentors, teaching & learning associates, specialist teachers, SLT and teaching assistant for 1:1 and small group tuition had a significant impact on the progress of disadvantaged pupils

Impact of Pupil Premium and Recovery Premium activity on pupils in the **2021 to 2022** academic year.

Outcomes in 2022 have highlighted the significant impact of work with children from disadvantaged groups across the school. Disadvantaged children perform at least as well if not better than their peers in EYFS and KS1. The impact of the pandemic and school closures has meant that the gap for KS2 children is evident and this is partially due to the fact that a high number of children with SEND in this KS2 cohort were PPG. What is evident from outcomes at KS2 is that all children including disadvantaged have made excellent progress since KS1 in spite of the impact of the pandemic. Recovery Premium spending has had a very positive impact for these children.

EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	75%	71%
FSM	75%	67%
Not FSM	75%	75%

In EYFS, the children achieving a good level of development is above the Hackney and National averages for all children and children who are FSM. There is no gap between disadvantaged and non - disadvantaged children. Quality first teaching and the additional targeted support from an EY Educator has had a positive impact on the progress children have made in all areas of learning.

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	89%	82%
FSM	93%	77%
Not FSM	85%	86%

Results are above Hackney and above non disadvantaged at expected level.

Targeted small group and 1:1 phonics has ensured that more children pass the phonics screening check. Early identification of need through the SEND referral process has ensured a pass rate above Hackney levels for disadvantaged children and above non disadvantaged children within the cohort.

Key Stage 1

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 2 ALL	80%	77%	80%	77%	13%	17%	23%	13%
FSM (15)	87%	80%	87%	80%	20%	13%	20%	13%
Not FSM (14)	71%	71%	71%	71%	7%	7%	7%	7%

Significant amounts of additional teaching, with boosters from interventions teachers and Teaching and Learning Associates has ensured that the gap between disadvantaged children and all children is significantly in favour of disadvantaged. These children outperformed non disadvantaged in R W and M at the expected level (combined gap +9) and at GDS (combined gap +6).

Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 6 ALL	79%	82%	82%	79%	39%	14%	7%	4%
FSM (19)	74%	79%	79%	74%	21%	0%	5%	0%
Not FSM (9)	89%	89%	89%	89%	78%	44%	11%	11%

In Key Stage 2, narrowing the gap was more challenging due to the amount of time to teach and the amount of Key Stage 2 teaching that the children had not all experienced.

The percentage of disadvantaged children was very high (70%). Over a third of these children had special educational needs. High levels of overlap between disadvantaged children and SEND had an impact on the gap in outcomes which was especially noticeable at GDS levels in reading.

Impact of Pupil Premium and Recovery Premium activity on pupils in the 2022 to 2023 academic year.

Outcomes in 2023 have highlighted the significant impact of work with children from disadvantaged groups across the school in particular the strong focus on disadvantaged children achieving at higher levels in Reading, Writing and Maths.

At combined outcomes disadvantaged children perform at least as well as their peers in EYFS, Year 1 phonics and KS1 Reading, Writing and Maths – this includes children working at GD in KS1. The gap this year was in KS2 where n at EXS and GDS in KS1

EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	75	74
FSM	85	70
Not FSM	77	77

Analysis of results shows that disadvantaged children at Kingsmead performed better than their peers both within school and compared to Hackney at the end of the EYFS. The development of language rich environments and focus on progression in learning and in particular in developing early phonics and phonics programmes have supported the disadvantaged children in Kingsmead. The focus on disadvantaged children through the Nuffield Early Language intervention (NELI) has improved outcomes in the areas of Listening, Attention and Understanding 86% 83% and Speaking (86% of Kingsmead children achieving on target in these areas).

Systems in place for early identification of SEND have enabled swift and targeted support for all children and disadvantaged children have had their needs met more quickly.

Effective transitions from home to Nursery and Nursery to Reception have had a positive impact on children settling and therefore making developmental progress.

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	86	84
FSM	86	78
Not FSM	87	87

There isn't a gap between disadvantaged children and the whole cohort and the difference between disadvantaged children and their non disadvantaged peers is negligible. There is a significant positive gap when Kingsmead children are compared with the whole of Hackney in the disadvantaged group.

The continued focus on high quality teaching of phonics and the targeted small group programme w lead by the English specialist teacher and Early Years Reading lead (new role developed for 22-23), have supported positive outcomes for all children and, in particular, disadvantaged children.

Key Stage 1

Group	% R EXS+	% W EXS+	% M EXS+	% RWM EXS+	% R GDS	% W GDS	% M GDS	% RWM GDS
Kingsmead Year 2 ALL	79	75	79	75	14	11	14	11
Kingsmead Disadvantaged (16)	75	75	75	75	13	13	19	13
Hackney Disadvantaged	68	64	70	60	18	12	17	10
Kingsmead Not Disadvantaged (12)	83	75	83	75	17	8	8	8
Hackney Not Disadvantaged	78	75	79	72	29	21	27	17

Kingsmead disadvantaged children have outperformed or performed in line with their Kingsmead peers in the following areas: Writing (EXS), Writing (GDS) and Maths (GDS) Kingsmead disadvantaged children have outperformed or performed in line with Hackney Disadvantaged children in the following areas: Reading (EXS), Writing (EXS), Maths (EXS), Writing (GDS) and Maths (GDS).

The excellent outcomes in these areas are due to the additional support provided for disadvantaged children through booster sessions run by specialist teachers and Teaching and Learning Associates. These focused throughout the year on high achievers and disadvantaged children. This, together with the high expectations and focus on removing barriers to learning as part of a Quality First classroom practice has meant that the outcomes at GDS were positive in writing and maths. Key target areas for next year will be on outcomes in reading and maths at expected levels as this is where the only significant gap between disadvantaged and not disadvantaged children is evident.

Key Stage 2

Group	% R EXS+	% W EXS+	% M EXS+	% RWM EXS+	% R GDS	% W GDS	% M GDS	% RWM GDS
Kingsmead Year 6 ALL	90	83	93	83	53	23	43	17
Kingsmead Disadvantaged (19)	84	74	89	74	42	11	32	5
Hackney Disadvantaged	73	74	75	62	24	15	18	6
Kingsmead Not disadvantaged (11)	100	100	100	100	73	45	64	36
Hackney Not Disadvantaged	83	85	86	77	43	30	37	19

In all areas Kingsmead disadvantaged children have achieved higher than in previous years. This is particularly evident in Reading and Maths at greater depth where children’s outcomes improved by over 20 percentage points:

2022 outcomes		2023 outcomes	
Reading GDS – disadvantaged children	29%	Reading GDS – disadvantaged children	42%
Maths GDS- disadvantaged children	4.8%	Maths GDS – Disadvantaged children	32%

The percentage of disadvantaged children was high (63%) in year 6 in 2022-2023. 88% of the children on the class SEND register were disadvantaged. This figure is unusually high and explains in part why there is a significant gap between outcomes for disadvantaged and not disadvantaged children. Nevertheless, disadvantaged children at Kingsmead performed really well in comparison to their Hackney peers in all areas apart from writing at GDS. This will be a target area for next year with support from Kingsmead’s specialist English lead. There will also be continued focus on disadvantaged children and SEND disadvantaged children to break down barriers to learning and bring their outcomes in line with non disadvantaged children at Kingsmead whilst continuing to perform well against Borough and National levels.

Externally provided programmes

Programme
<p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none">● embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.● continuing to utilise the support from our WAHMS partner school who is part of the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our WAHMS link practitioner to continue to develop our knowledge in supporting pupils' mental health.● Embed the work of our new school councillor (Place2be) in supporting children with emotional barriers.● Maths catch-up - Maths Intervention Programmes - Maths Tuition In Schools - Third Space Learning● leaders engaging with NPQs and the HTSA career pathway which seeks to improve quality of teacher development EEF: Effective Professional Development