



## Pupil Premium strategy statement 2024 - 2027

### Kingsmead Primary School overview

Detail	Date
School name	Kingsmead Primary School
Academic year/ years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Nov 2025, Nov 2026, Nov 2027
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 2024 - 25	Amount 2025 - 26	Amount 2026-27
Pupil premium funding allocation this academic year	£162,800	£165,448	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
No of pupils	189	200	
Proportion of pupils eligible for Pupil Premium	55%	56%	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,450	<b>£165,448</b>	

## Part A: Pupil premium strategy plan

### Statement of Intent

At Kingsmead approximately 55% of pupils at any time are eligible for the Pupil Premium Grant (PPG), which is above the National and Hackney averages. Kingsmead serves a diverse area with over 80% global majority with 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. This makes our educational community more determined to provide high quality learning experiences and a safe, happy environment for children to learn in.

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 SEND children and challenge higher-attainers.

There is a school-wide commitment to accept the responsibility for socially disadvantaged pupils and ensure we are clear in meeting their pastoral, social and academic needs through a nurturing and child-centred environment.

We believe that quality first teaching is at the heart of improving outcomes for all children and research and evidence shows that this will have the greatest impact in closing any attainment gap between disadvantaged children and their peers. Targeted and specialised support from class teachers ensures the provision in the classroom is making the most impact on outcomes.

A strategic approach to professional development supports and 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.

Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes and also considers 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
- 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 from Early years and throughout their Primary journey

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	On entry data in Reception is low, particularly in language & communication, personal development and physical development. This is evident from Reception baseline assessments, observations, and discussions with pupils that indicate vocabulary gaps and 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	Kingsmead school must continue to ensure that disadvantaged pupils' access early reading through a rigorous phonics system so they make good progress in line with their peers.
3	Across the school, assessment outcomes show that disadvantaged children need more support to make rapid progress to attain at the same level as their peers. This can be through targeted in class support, using strategies such as questioning, immediate verbal feedback in class lessons and guided support.
4	Promoting confidence, ambition and resilience in children from disadvantaged backgrounds is a priority. A rich, relevant and representative curriculum plus quality first teaching and mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunities to succeed.
5	Rigorous monitoring of attendance data indicates that the overall persistent absence rate is greater amongst disadvantaged children than all other children.
6	Emotional regulation is a challenge for some children from disadvantaged backgrounds. Further support is required to ensure that this is not a barrier to accessing teaching and learning in class. A range of social and emotional support must be in place to remove these barriers.
7	It is challenging for some parents to have the skills and time to support children in their learning. 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. Coffee mornings with specific training sessions in core subjects and basic skills – cooking can help equip parents with skills and knowledge to support children at home

## 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 of disadvantaged children at the expected standard is in line with all children nationally in all key stages	The percentage of children achieving the expected standard in Reading, Writing, and Maths for KS2, phonics for KS1 and multiplication check in Year 4 is in line with all children nationally.
Attainment outcomes of disadvantaged children at greater depth is in line with all children nationally in all key stages	The percentage of children achieving a higher standard in Reading, Writing and Maths is in line with all children nationally.
The well-being of children and any barriers to learning are supported and identified by the Inclusion team through additional support in counselling and mentoring	Counselling, pastoral support and behaviour mentoring is provided and feedback is positive in response to parent and pupil conversations and surveys. Behaviour analysis shows a reduction in incidents amongst disadvantaged pupils
There are opportunities planned to address the cultural capital gap through visits, experiences and activities across the year.	Opportunities for further enrichment in trips, sporting events and workshops are planned for disadvantaged children across the year. Enrichment opportunities, after-school clubs, summer camps and extra-curricular activities are provided at no cost to parents and carers.
Attendance of disadvantaged children is line with all children and above 96.5%. The persistent absence rate for disadvantaged children is below the national average	Attendance + persistent absence data and analysis indicates that attendance reaches the schools targets or above. Meetings and support are carried out by the school-based EWO with parents to support good, consistent attendance.
Initiatives and opportunities to Improve oral language and vocabulary	Observations and assessments of the Nuffield Early Language Intervention (NELI) indicate significant improvements in oral language for disadvantaged pupils at the end of the programme in Reception.

## Activity in current 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 attainment)

Budgeted cost: **£71,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in mixed ability groups is supported through quality and focussed CPD in developing teacher's skills at supporting children from disadvantaged backgrounds	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a> The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school hours. Another key area for Kingsmead is to promote confidence and self-esteem: 'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed'.	1, 2, 3, 4, 6, 7
To include Forest School in Early Years to broaden experiences of children from an early age through training for staff	<a href="#">Outdoor adventure learning</a> the EFF suggests that adventure learning provides opportunity that disadvantaged children may otherwise not experience. Although this piece states it does not include Forest School due to academic component, many of the skills listed are developed through this. <a href="#">Play-based learning</a> also supports both the development of social and cognitive skills, including self-regulation.	1, 4, 6
Phonics training is carried out with all staff in Early Years and Key Stage 1 + new staff along with providing new decodable books for school and home reading	<a href="#">Phonics</a> EEF evidence shows that phonics provision has high impact on pupil outcomes and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. This has to be supported by an explicit and systematic programme and books that match the child's reading level.	1, 2, 3, 7
Provide coaching and mentoring for teachers including peer coaching	<a href="#">Professional Development</a> EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes	1, 2, 3, 4, 6
Training for Teaching Assistants is carried out regularly so that all staff are skilled in supporting quality first teaching in the classroom	<a href="#">Teaching Assistants</a> identifies recommendation 4 that teaching assistants are prepared for their role in the classroom. Training must be planned to ensure that it is effective.	1, 2, 3, 6

Provide training for Early Years practitioners in oracy programmes and monitor the impact	<a href="#">Nuffield Early Language Intervention   EEF</a> Evidence shows improving spoken language skills in young children around the time that they start school leads to good communication and language outcomes	1,2,3,4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tuition and school-led tutoring provided by trained support staff, SLT and teachers as additional support</p> <p>A significant proportion of the pupils receiving tutoring will be disadvantaged, including those who are higher attainers</p>	<p>1:1 tuition and school-led tutoring is very effective in supporting children, particularly in prior lower attaining groups; with the greatest impact being when it is delivered by teachers</p> <p><a href="#">One to one tuition EEF</a></p> <p><a href="#">Small group tuition   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
Small group Maths interventions in Reception and Key Stage One carried out by teaching assistants who are trained in specific programmes	<p>Diagnostic testing is used to identify specific children to take part in maths intervention, with measurable impact using Sandwell testing</p> <p><a href="#">small group tuition</a></p>	1,3, 4,
Implement the NELI intervention for key children in Reception & Year 1 to develop Oracy. Assess all Nursery children Fund release time for Intervention teacher Training for TA & Nursery Officer to deliver the intervention.	<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><a href="#">Nuffield Early Language Intervention, EEF</a></p>	1, 2, 3
1:1 and small groups of phonics provision is provided and reviewed every six weeks to ensure that children falling behind receive additional support.	<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><a href="#">EEF Evaluation The Reading Framework, DfE</a> <a href="#">One to one tuition EEF</a> <a href="#">Phonics</a></p>	1,2,4,7

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£48,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support from school-based EWO and Inclusion team to support parents in ensuring attendance is at least 96%	<a href="#">Improving school attendance</a>	3,5,6
Attendance support for Inclusion team and school-based EWO to support families with persistent absences	<a href="#">Improving school attendance</a>	3,5,6
Wider provision of trips and experiences: sporting events, theatre visits that are planned across all year groups throughout the year	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a> EEF states that enriching education has intrinsic benefits: 'We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.	1,4
Access to extended provision at no cost as part of the wider school day: Breakfast Club, After-school Clubs and Specialist Clubs	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1,4,
Developing knowledge in food education, healthy eating and lifestyles of being active (Hackney School of Food)	Teaching children & families about what they eat improves health & well-being and nutritional knowledge can lead to a healthier life style. <a href="#">Nutrition education in UK primary schools (nnedpro.org.uk)</a>	4,7
School counsellor, pastoral support manager and behaviour mentor to support emotional well-being for children and families	Can increase positive pupil behaviour, mental health, well-being and academic performance. <a href="#">Social and emotional learning   EEF</a>	4,6

**Total budgeted cost: £199.450**

## 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 2024 to 2025, 2025 to 2026 and 2026 to 2027 academic years.

#### Review of outcomes Academic Year 2024- 2025

Outcomes in 2025 have highlighted the significant impact of work with children from disadvantaged groups across the school.

#### EYFS

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 gap between FSM and Not FSM in Hackney is -14%, whereas in Kingsmead there is no discernible gap.

The reviewed EYFS curriculum has ensured rigour and progression from nursery to reception and the embedded early phonics and phonics programmes have particularly supported the disadvantaged children in Kingsmead. Focus on outdoor provision to develop PD (Forest school activities) and the development of language rich environments have also supported learning for disadvantaged children. The focus on disadvantaged children through the Nuffield Early Language intervention (NELI) has continued to improve cohort outcomes and benefitted the most disadvantaged pupils.

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. The high number of children transferring from Kingsmead Nursery to Kingsmead Reception has meant that staff have an early awareness of strengths and areas of need and children settle more quickly on transition.

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	75%	75%
FSM	77%	66%
Not FSM	73%	80%

#### Year 1 Phonics

The gap between disadvantaged and Non disadvantaged children in Hackney is -12%, whereas in Kingsmead there is no discernible gap. Disadvantaged children have out performed non disadvantaged children and Kingsmead disadvantaged children have done very well when compared to Hackney overall.

The continued focus on high quality teaching of phonics and the targeted small group programme lead by the English specialist teacher and Early Years Reading lead has supported positive outcomes for all children and, in particular, disadvantaged children.

Group	Kingsmead	Hackney
Year 1 all	87%	85%
FSM	91%	78%
Not FSM	89%	90%

## Key Stage 2

56% children in Year 6 were disadvantaged in 2024-2025. Kingsmead disadvantaged pupils outperformed Hackney disadvantaged pupils in all subjects at expected levels with particularly significant margins for Maths and Combined RWM. Kingsmead disadvantaged children also did better at greater depth in reading (by a significant margin) but were slightly below in writing and maths.

A significant number of interventions to support PPG children was in place throughout the year including booster groups for reading, writing and maths, wellbeing interventions to remove barriers to learning and enrichment activities before, after and during school to develop children's self esteem and aspirations.

The outcome for disadvantaged children in year 6 showed that these targeted interventions had positive impact at both age expected and greater depth.

Support for disadvantaged children will continue to be a target area for next year with support from Kingsmead's specialist Maths lead. There will also be continued focus on disadvantaged children and SEND disadvantaged children to break down barriers to learning and to continue the positive trend of bringing their outcomes in line with non disadvantaged children at Kingsmead whilst continuing to perform well against Borough and National levels.

There will be a particular focus on supporting disadvantaged children in school to close the gap with non disadvantaged in reading at EXS and writing at GDS.

<b>Group</b>	<b>% R EXS+</b>	<b>% W EXS+</b>	<b>% M EXS+</b>	<b>% RWM EXS+</b>	<b>% R GDS</b>	<b>% W GDS</b>	<b>% M GDS</b>	<b>% RWM GDS</b>
<b>Kingsmead Year 6 ALL</b>	<b>89</b>	<b>85</b>	<b>89</b>	<b>85</b>	<b>48</b>	<b>26</b>	<b>22</b>	<b>15</b>
<b>Kingsmead Disadvantaged (15)</b>	<b>80</b>	<b>80</b>	<b>87</b>	<b>80</b>	<b>53</b>	<b>13</b>	<b>20</b>	<b>13</b>
<b>Hackney Disadvantaged</b>	<b>78</b>	<b>76</b>	<b>75</b>	<b>68</b>	<b>34</b>	<b>19</b>	<b>22</b>	<b>10</b>
<b>Kingsmead Not disadvantaged (12)</b>	<b>100</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>42</b>	<b>42</b>	<b>25</b>	<b>17</b>
<b>Hackney Not Disadvantaged</b>	<b>88</b>	<b>87</b>	<b>88</b>	<b>83</b>	<b>50</b>	<b>34</b>	<b>40</b>	<b>23</b>

**Review of outcomes Academic Year 2025 - 2026**

**Review of outcomes Academic Year 2026 - 2027**

## 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*

<b>Programme</b>	<b>Provider</b>
RWI Phonics Programme	Ruth Miskin Inc.
Speech and Language therapists	Hackney NHS
White Rose Maths	White Rose Maths
Accelerated Reader	Renaissance Learning
Wellbeing and Mental Health in Schools (WAHMS) project	Hackney LA
Music tuition	Hackney LA
Hackney School of Food – courses for children & parents	Hackney Community Interest Company