

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2027** 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



Basic Characteristics

Pre3, Nur, Rec, Y1, Y2, Y3, Y4 - All Pupils (157 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals
Pre3	11	8 (72.7%)	3 (27.3%)	0 (0%)	0 (0%)
Nur	26	18 (69.2%)	8 (30.8%)	0 (0%)	0 (0%)
Rec	18	9 (50.0%)	9 (50.0%)	0 (0%)	0 (0%)
Y1	30	16 (53.3%)	14 (46.7%)	2 (6.7%)	2 (6.7%)
Y2	17	8 (47.1%)	9 (52.9%)	1 (5.9%)	1 (5.9%)
Y3	26	13 (50.0%)	13 (50.0%)	2 (7.7%)	3 (11.5%)
Y4	29	16 (55.2%)	13 (44.8%)	5 (17.2%)	7 (24.1%)
All	157	88 (56.1%)	69 (43.9%)	10 (6.4%)	13 (8.3%)

Detail	Data
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Caroline Jenkins Headteacher
Pupil Premium lead	Caroline Jenkins
Governor / Trustee lead	Jacky Perkins

Funding overview

Detail	23-24	24-25
Pupil premium funding allocation this academic year	£30,555	£14604.00
Recovery premium funding allocation this academic year	£3,045 (based on 21 children)	£2030.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year	£33,600	£16,634.00

Part A: Pupil premium strategy plan

Statement of intent

At Kingsmoor Lower School as of 2019 we have adopted the **RADY (raising the attainment of disadvantaged youngsters)** approach. It is our intent to:

**Raise expectations
Raise awareness
Raise aspirations**

in order to close gaps between our disadvantaged pupils and their non-disadvantaged peers both in terms of attainment and holistic opportunities and experiences through focusing on **equity not equality**.

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An **uplift will be applied for all disadvantaged youngsters** at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the **Golden Thread** through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve **proportional representation for disadvantaged youngsters in all aspects of school life** by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- From the **end of 2019 all colleagues within the school will understand what RADY is** and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters.

Research states that disadvantaged pupils have been disproportionately affected by the pandemic. In order to address this our strategy is integral to wider school plans and our SDP 'golden threads' for whole school improvement and education recovery. We understand that by developing evidence-based practices (which we have been focussing on for several years now) that support our disadvantaged pupils we will also be enhancing staff skills and provisions for all pupils.

At Kingsmoor Lower high-quality teaching is at the heart of everything we do, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Through robust diagnostic assessment carried out by Phase Leaders, the SENDCo (PP lead), the Deputy Head (assessment lead) supported by TAs and class teachers during **half termly PP meetings/Pupil Progress Meetings (PPMs)** we are able to ensure our approach to supporting our disadvantaged pupils is responsive to common challenges and individual needs.

We believe **accurate early identification of need and knowing our pupils well** is key in supporting our disadvantaged pupils to make good progress and achieve high attainment in all subject areas. For this reason, pupil progress meetings are held at the beginning of the year and every half term thereafter.

We also believe **engagement of our PP/vulnerable families is key** and continue to develop our communication with these families whilst being mindful to protect these families from any kind of stigmatisation or stereotyping. We meet with these parents during parents' evenings to discuss any factors they feel may be holding their child back and to discuss any strategies or support they may feel would work.

We worked with Challenging Education (Louise Blackburn) during 2019 to trial RADY. We have supported other schools with our knowledge and experience since.

Challenges

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

Challeng e number	Detail of challenge																																																							
1	<u>Attainment</u> Internal assessments, observations, National research and feedback from families highlights there has been an impact on some of our PP pupil's education and wellbeing (levels of emotional resilience, self-belief and positive attitudes) over the last two and a half years due to the impact of covid 19 and school closures. This is also true for some 'other' children. In some cases this has led to significant learning gaps leading to pupils falling further behind ARE. The particular focus in 23/24 will be sustaining and further improving attainment of PP children. . Summer 2024 whole school outcomes: <table><tr><th colspan="7">On Track or Higher</th></tr><tr><th rowspan="2">2023/24</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th></tr><tr><td>YR</td><td>50</td><td>71.4</td><td>50</td><td>71.4</td><td>50</td><td>71.4</td></tr><tr><td>Y1</td><td>100</td><td>88.2</td><td>100</td><td>88.2</td><td>0</td><td>82.4</td></tr><tr><td>Y2</td><td>100</td><td>90.9</td><td>100</td><td>86.4</td><td>100</td><td>86.4</td></tr><tr><td>Y3</td><td>60</td><td>60</td><td>20</td><td>48</td><td>60</td><td>68</td></tr><tr><td>Y4</td><td>66.7</td><td>69.6</td><td>33.3</td><td>60.9</td><td>66.7</td><td>78.3</td></tr></table>	On Track or Higher							2023/24	Reading		Writing		Maths		PP	Non PP	PP	Non PP	PP	Non PP	YR	50	71.4	50	71.4	50	71.4	Y1	100	88.2	100	88.2	0	82.4	Y2	100	90.9	100	86.4	100	86.4	Y3	60	60	20	48	60	68	Y4	66.7	69.6	33.3	60.9	66.7	78.3
On Track or Higher																																																								
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YR	50	71.4	50	71.4	50	71.4																																																		
Y1	100	88.2	100	88.2	0	82.4																																																		
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Y3	60	60	20	48	60	68																																																		
Y4	66.7	69.6	33.3	60.9	66.7	78.3																																																		
2	<u>Language skills and vocabulary</u> Assessment and observations indicate increased oral language issues and vocabulary gaps within EYFS on entry to Kingsmoor Lower which impacts progress and attainment in that and years beyond.																																																							

	25% (last year 12.5%) of our 2 + children have been identified with Sp&L concerns. 58% (last year 21%) of 3+ children have been identified with Sp&L concerns. 44% (last year 13%) Of YR have been identified with Sp&L concerns.														
3	<u>SEMH and Wellbeing</u> School monitoring, observations and feedback from families have indicated issues around basic, emotional, physical and mental health needs which impact readiness for learning and self-esteem. 71% of our PP pupils have experienced trauma in some form once or multiple times. All of these children have or continue to have pastoral support and some have been referred for further specialist support in the form of counselling.														
4	<u>Additional needs</u> Internal monitoring and observations highlight how many of our PP children also have additional needs such as SEND/EAL/Safeguarding concerns. This results in many of these children often struggling with basic concepts and requiring additional support/provision/services in order to raise achievement. 2024-25 50% of our PP children are classed as VIPs as they also have SEND. 21% of these have an EHCP.														
5	<u>Parental engagement and support</u> 50% of our PP children receive limited support at home														
6	<u>Attendance</u> <table><tr><th>No. on roll</th><th>Non PP persistent absentee s</th><th>PP persistent absentees</th><th>National persistent absentees</th><th>Non PP Attendance</th><th>PP Attendance</th><th>National attendance</th></tr><tr><td>122</td><td>4.92%</td><td>0%</td><td>21.5%</td><td>95.83%</td><td>96.30%</td><td>94.1%</td></tr></table> Research indicates that absenteeism negatively affects all pupil's progress inclusive of disadvantaged pupils. This is restated in the 2022 'Working Together to improve school attendance' guidance.	No. on roll	Non PP persistent absentee s	PP persistent absentees	National persistent absentees	Non PP Attendance	PP Attendance	National attendance	122	4.92%	0%	21.5%	95.83%	96.30%	94.1%
No. on roll	Non PP persistent absentee s	PP persistent absentees	National persistent absentees	Non PP Attendance	PP Attendance	National attendance									
122	4.92%	0%	21.5%	95.83%	96.30%	94.1%									

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<u>Attainment</u> Improve disadvantaged pupil attainment at the end of each academic year in reading, writing and maths.	Outcomes show that all gaps have closed/reduced significantly between PP and non-PP (excluding those with significant SEND) pupils in reading, writing and maths in each year group.

<u>Language skills and vocabulary</u> Improved oral language skills and vocabulary in EYFS and KS1 which lead to improvements in KS2 for all children but particularly disadvantaged pupils.	• Assessments and observations indicate significantly improved oral language skills and vocabulary acquisition among disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomms and on-going formative assessment.
<u>SEMH and Wellbeing</u> All children's, particularly disadvantaged children's, basic, emotional, physical and mental health needs are being met ensuring readiness for learning, high levels of self-esteem and greater levels of emotional resilience.	Sustained levels of wellbeing evidenced by: • Qualitative data from pupil voice, parent surveys and teacher observations • Increased SDQ (or equivalent) scores amongst disadvantaged pupils • Fewer referrals being made to Pastoral Support • There will be an equitable approach to supporting our disadvantaged pupils across the whole curriculum and in regards to cultural capital • There will be proportional representation of disadvantaged children in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.
<u>Additional needs</u> Disadvantaged pupils to access appropriate, evidence-based, highly effective provisions and/or external services without delay in order to make accelerated progress.	• Rigorous monitoring and analysis of provision and external services being used/accessed indicate that all are effective. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
<u>Parental engagement and support</u> Parents feel well supported to meet all the needs of their children both academically, socially and emotionally.	• PP attendance continues to be as good if not better than the rest of the school and as good as LA/NA • Improved support from parents at home. • Greater involvement/participation of disadvantaged pupil's parents at school events such as parent drop-ins and workshops • Qualitative data from parent surveys/voice and teacher observations
<u>Attendance</u> To achieve and sustain improved persistent absentee figures for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • Re-written attendance policy taking account of the Working Together 2022 guidance • the overall attendance % for all pupils being no less than 96%, and the attendance gap between disadvantaged

	pupils and their non-disadvantaged peers continuing to be in-line with one another if not better the percentage of all pupils who are persistently absent being <8% and the figure among disadvantaged pupils continues to be better than non PP.
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Activity in this academic year (2024/25)

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Ref to Menu of approaches
Year groups to make suitable and well informed curriculum adaptations based upon the knowledge gained from pupil passports	The EEF 'High Quality Teaching' states that 'Curriculum adaptation and enhancement is core to the work of school improvement.	1, 2, 3, 4	HQT 1,2 WS 1
Talk for Writing Lift off to Language	- 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF - EEF results of large-scale effectiveness trial indicates +4 months. - Oxford Language Report indicates that over half of those surveyed (>1300) reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.' 'Why closing the words gap matters' 2018 The EEF 'Preparing for Literacy' states that we should 'Prioritise the development of communication and language'	1, 2, 3, 4	TAS1 TAS2 TAS 3 TAS 4 HQT 2

Working alongside the English hub to ensure fast and sustained progress is made by all pupils with highly skilled, uniform teaching of Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF The EEF 'Improving Literacy in KS1' states 'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.'	1, 2	HQT 2 HQT 1, 2, 5
Enhancement of our maths teaching and curriculum through working with BEST academy to embed Teaching for Mastery across all year groups. This will be delivered through the use of two half days of inset and SL sessions.	The EEF 'Improving Mathematics in the Early Years and Key Stage 1' states 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.' Improving Mathematics in Key Stages 2 and 3 EEF Mastery learning approaches are deemed to provide +5 months impact on pupil achievement.	1, 4	HQT 2, 3 HQT 1, 4, 5
School to continue with the RADY programme.	The EEF 'High-quality teaching' states 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' This is a programme that has been supported by the LA.	All	HQT 1, 2, 5 TAS 2, 5
Further develop support for children's basic, emotional, physical and mental health needs at lunch times through the reintroduction of the 'Rainbow Room' (Where children can go if they feel that they need emotional support).	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning by +4 months.	3, 4	WS 1, 2, 3, 6

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed	Ref to Menu of approaches
Use of Wellcomm oral language assessment and intervention within EYFS and KS1 as required	- Oral language interventions can have a positive impact on pupils' language skills. EEF results of large-scale effectiveness trial indicates +4 months. Oral language interventions Toolkit Strand Education Endowment Foundation EEF - Supported by the LA: Randomised control trial in 15 schools and feeder-nurseries after 30 weeks indicates children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.	1, 2, 3, 4	TAS 1, 2, 3, 4 HQT 4 WS 6
Offer high quality maths, phonics, reading, writing and SPaG provisions (SO, tutoring and LSA provisions) in order to narrow the gap between disadvantaged and others in school - inclusion of a robust monitoring system which mirrors case study approach but a working document.	- EEF small group tuition +4 months 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF - Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF - DfE research has found that disadvantaged	1, 2, 3, 4	TAS 1, 2, 3, 4 HQT 2, 3, 4, 5

	pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.		
DHT to direct staff to use a bank of research based, high quality, effective provisions within each year group of TAs to ensure there is consistency and progression across the school. To be delivered by trained members of staff who receive regular CPD.	• EEF teaching assistant interventions +4 months £450 each	All	TAS 1, 2, 3, 4
Access to bespoke SaLT in house programme to offer a 10 minute intervention per day for pupils requiring. Initial reports to be generated by NHS SaLT	EEF 1:1 tuition +5 months gain	All	TAS 1, 2, 3, 4
Lesson Study with a focus on PP	Previous years have demonstrated the positive impact this has had on teachers' practice.	All	HQT 5 WS 3, 6

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

Budgeted cost: £6384

Activity	Evidence that supports this approach	Challenge number(s) addressed	Ref to Menu of approaches
Provide practical strategies to support learning at home through phonics, reading, writing and maths workshops	The EEF 'Preparing for Literacy' states 'Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.' 'Working with Parents to Support Children's Learning'	All	WS 6

	EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.		
Embed use of the Pastoral Support Worker under the SENDCo	Evidence shows that children growing up in disadvantaged environments or affected by ACES during early childhood is linked to poorer Social, Emotional and Behavioural outcomes for children. Our Pastoral Support Team have been effective for several years in supporting a number of children. Due to some members of staff stepping back we have taken the decision to restructure how PS is offered at Russell through the use of the Inclusion Lead, Pastoral Lead and upskilling of teaching and LSA staff.	1, 3, 4, 5	WS1, 2, 6
Continue with structured conversations with parents of children with SEND and start them for PP	EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. The EEF states 'Developing a holistic understanding of the needs of pupils, and strategies to support those needs, will require consistent and purposeful engagement with parents and families.'	All	WS 1, 2, 6
Focus on increasing participation in opportunities across the school such as school council, sports ambassadors, eco-warriors, extra-curricular clubs, music lessons etc. Shared list and	EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled. Improving behaviour in schools	1, 3, 4, 6	WS 1, 2, 3, 4

regular item on all agendas			
Wrap around care to support parents in being able to work and provide better opportunities for their children outside of school.	From previous monitoring and parent feedback we know parents value this support in being able to work and therefore provide more opportunities for their children outside of school. Breakfast Club to be offered free to PP pupils.	1, 3, 4, 5, 6	WS 5
Children continue to be supported with their basic needs, social and emotional learning and cultural capital experiences through accessing educational visits and visitors and enrichment opportunities, including support from inspiring music.	Feedback from parents in previous years. EEF social and emotional learning +4 months	1, 2, 3, 4, 6	WS 1, 2, 3, 6
To continue to dedicate time to monitor attendance and work with parents to ensure this is high for PP children. Embedding principles of good practice set out in the DfE's Improving School Attendance advice and Working Together 2022	Clear evidenced link between attendance and attainment. NFER briefing for school leaders identifies addressing attendance as a key step.	1, 3, 4, 5, 6	WS 2

Total budgeted cost: £ 16634.00

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2024 academic year (of the life of the 3 year strategy)

Note: Due to COVID-19, performance measures have not been published for 2020 to 2021, 2020 to 2021 and 2021 to 2022, however monitoring of impact has still been maintained at Kingsmoor Lower School.

2021- 2024

	June 2019 (22ch)	June 2021 (16ch)	July 2022 (15 ch)	July 2023 (18 ch)	Difference 19-23	July 2024 (14 ch)	Difference
	PP ARE+	PP ARE+	PP ARE+	PP ARE+		PP ARE+	PP ARE+
Reading	22.7%	43.8%	42.9%	24.8%	+2.1	57.1%	+34.4%
Writing	18.2%	37.5%	35.7%	15.4%	-2.8	35.7%	+17.5%
Maths	27.3%	43.8%	57.1%	38.5%	+2.5	50%	+22.7%

Strategies implemented have been effective in narrowing the gaps as evidenced by our 2019 data compared to 2024 whereby we had successfully narrowed attainment gaps in all core subjects.

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
Talk for Writing	
Nessy	
Wellcomms	
TTRS	
Widget	
Little Wandle	

Further information (optional)

Additional activity

Our pupil premium strategy has been supplemented by additional activity that has not been funded by pupil premium or recovery premium. That included:

- utilising the [DfE grant to train a senior mental health lead](#). The training we have selected focused on the training needs identified through the online tool: developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- In addition, we will be training a mental health first aider and a youth mental health first aider.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, feedback from parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Further information- 2 (optional)

The PP strategy has been written with the '[Using Pupil Premium for School Leaders](#)' document and the Menu of approaches. These have been referenced in the document using the following codes:

Approaches that you could implement		
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	HQT 1
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	HQT 2
	Mentoring and coaching	HQT 3
	Recruitment and retention of teaching staff	HQT 4
	Technology and other resources focussed on supporting high quality teaching and learning	HQT 5
Targeted academic support	Interventions to support language development, literacy, and numeracy	TAS 1
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND	TAS 2
	Teaching assistant deployment and interventions	TAS 3
	One to one and small group tuition	TAS 4
	Peer tutoring	TAS 5
Wider strategies	Supporting pupils' social, emotional and behavioural needs	WS 1
	Supporting attendance	WS 2
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips	WS 3
	Extended school time, including summer schools	WS 4
	Breakfast clubs and meal provision	WS 5
	Communicating with and supporting parents	WS 6