

Kingsmoor Lower School - Pupil Premium Executive Summary 2024-25

Intent and Implementation:

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

raise expectations;
raise awareness;
raise aspirations;

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**.

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:

Golden Threads:

- 'Visible consistencies' - good teaching everywhere by staff who care
- Broad, balanced, ambitious coherently sequenced curriculum
- Inclusive – QFT - everything taking place in the classroom wherever possible
- Disadvantaged children's needs addressed first
- Know our children well and plan to meet social, emotional and academic needs
- Good health (mental and physical) and well-being for all the community through the primacy of relationships
- High expectations of what children can know, do and understand: attainment, progress and behaviour
- Oracy and vocabulary at the heart of everything through active adult interactions

- Team around the child: school, home, community

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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We also continue to make use of targeted support with our own 'experts' to deliver evidence-based interventions such as NELI, colourful semantics, Little Wandle Phonics, Precision teaching, pre-teaching and over-teaching and Talk for Writing.

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, teachers carry out **passports during the summer transition day**. **The current CT will then add to this for SEND and PP children so that appropriate support/provisions are identified and set up for the very beginning of September.**

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 invite them to contribute (via Your thoughts questionnaire) to influence the provision their children receive so that it has the greatest impact on raising attainment. **We also share with parents the PP Passports for all our disadvantaged (PP and SEND) children so that they can add vital information about their child.**

Through robust diagnostic assessment carried out by Phase and SLs Leaders, Assessment Lead (DHT) and the SENDCo and PP Lead (HT) 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.

Impact summary: (July 2024-July 25)

Attainment Termly Comparison Report
Y2 - All Pupils (16 pupils)

Year 2: 16 pupils		On Track or Higher	
Reading	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	1 (6.3%)	100%	100%
Change:			0.0
Not Pupil Premium	15 (93.8%)	80.0%	100%
Change:			20.0

Year 2: 16 pupils		On Track or Higher	
Writing	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	1 (6.3%)	100%	100%
Change:			0.0
Not Pupil Premium	15 (93.8%)	66.7%	86.7%
Change:			20.0

Year 2: 16 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	1 (6.3%)	0%	100%
Change:			100.0
Not Pupil Premium	15 (93.8%)	86.7%	86.7%
Change:			0.0

This is a very positive report for our year two pupil who reached age related expectations in all subjects.

Change Key: Increase in % Decrease in % Unchanged

Attainment Termly Comparison Report

Y4 - All Pupils (30 pupils)

Year 4: 30 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	5 (16.7%)	0 (0%)	40.0%	80.0%
Change:				40.0
Not Pupil Premium	25 (83.3%)	1 (4.0%)	58.3%	70.8%
Change:				12.5
Year 4: 30 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	5 (16.7%)	0 (0%)	20.0%	80.0%
Change:				60.0
Not Pupil Premium	25 (83.3%)	1 (4.0%)	29.2%	70.8%
Change:				41.6
Year 4: 30 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	5 (16.7%)	0 (0%)	40.0%	80.0%
Change:				40.0
Not Pupil Premium	25 (83.3%)	1 (4.0%)	58.3%	79.2%
Change:				20.9

Change Key:

Increase in %

Decrease in %

Unchanged

This is a positive picture for our year 4 PP cohort who increased by 40% in Reading 60% in Writing and 40% Maths.

Talk for Writing is now fully embedded in KS2 which has definitely impacted Writing results.

The gap has closed and PP children have outperformed their non PP peers.

Attainment Termly Comparison Report

Y1 - All Pupils (30 pupils)

Year 1: 30 pupils		On Track or Higher	
Reading	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (6.7%)	50.0%	100%
Change:			50.0
Not Pupil Premium	28 (93.3%)	67.9%	85.7%
Change:			17.8

Year 1: 30 pupils		On Track or Higher	
Writing	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (6.7%)	50.0%	100%
Change:			50.0
Not Pupil Premium	28 (93.3%)	67.9%	53.6%
Change:			-14.3

Year 1: 30 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (6.7%)	50.0%	100%
Change:			50.0
Not Pupil Premium	28 (93.3%)	75.0%	92.9%
Change:			17.9

Headlines:

A positive picture for all subjects at 100%

Gap closed and PP children surpassed their non PP peers.

Change Key:

Increase in %

Decrease in %

Unchanged

Attainment Termly Comparison Report

Y3 - All Pupils (26 pupils)

Year 3: 26 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (7.7%)	0 (0%)	100%	100%
Change:				0.0
Not Pupil Premium	24 (92.3%)	1 (4.2%)	87.0%	91.3%
Change:				4.3

Year 3: 26 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (7.7%)	0 (0%)	50.0%	100%
Change:				50.0
Not Pupil Premium	24 (92.3%)	1 (4.2%)	69.6%	82.6%
Change:				13.0

Year 3: 26 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 23-24	Sum1 24-25
Pupil Premium	2 (7.7%)	0 (0%)	100%	100%
Change:				0.0
Not Pupil Premium	24 (92.3%)	1 (4.2%)	73.9%	78.3%
Change:				4.4

Change Key:

Increase in %

Decrease in %

Unchanged

100% in all subjects. Gap closed and PP surpassed non PP peers.

Kingsmoor Lower School



Attendance Return from 3 SEP 2024 to 17 JUL 2025

This report excludes students who left after the 3 September 2024
This report excludes Boarders

Number of Open Sessions = 380

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Totals	13	4466	158	3.54	33	0.74	4275	95.72	13	8	61.54

PA is 6.94% for Non PP children and 7.69% for PP children.

Kingsmoor Lower School

Attendance Return from 3 SEP 2024 to 17 JUL 2025

This report excludes students who left after the 3 September 2024
This report excludes Boarders

Number of Open Sessions = 380

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Totals	101	34221	1160	3.39	153	0.45	32908	96.16	99	35	34.65

Attendance Return from 6 SEP 2023 to 19 JUL 2024

This report excludes students who left after the 6 September 2023

This report excludes Boarders

Number of Open Sessions = 382

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth. Unauth.		
			No.	%	No.	%					
Totals	14	5296	191	3.61	5	0.09	5100	96.30	14	3	21.43

PP children are just above the national target of 96% again the gap has closed with non PPA at 95.83%

We work closely with parents to ensure that we are all doing everything we can to ensure children are in school everyday.

Attendance Return from 6 SEP 2023 to 19 JUL 2024

This report excludes students who left after the 6 September 2023

This report excludes Boarders

Number of Open Sessions = 382

Non PP Children

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Totals	122	39908	1459	3.66	205	0.51	3824	95.83	107	35	28.69

PA is 4.92% for Non PP children and 0% for PP children.

2022-2023 Key successes:

- Gaps are narrowing in reading and writing
- Overall attendance for PP children is almost in line with all children (92.7% PP compared to 95.9% non PP and compared to 90.86% last year for PP)

Key areas to develop and foci for 2023/24:

- Maths for PP children gap is widening
- PP Persistent absence is worse than the rest of the school.

2023/24 Key successes:

- PP PA is 0
- PP attendance is better than Non PP
- Every year group has maintained or closed the gap further except for YR Number

2024/25 Key successes;

- Gaps completely closed in all but Y4 which had 50% of the class with SEND needs including 5 x EHCPs (17%)

Key areas to develop and foci for 2025/2:

- Continue to close the gap in core subjects
- Strengthen cultural capital with a wider enrichment offer across the school.
- Maintain the attendance success