

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Kingfisher CE Academy
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	March. 2023
Date on which it will be reviewed	Sept 2023
Statement authorised by	Ms Sharon Bishop Headteacher
Pupil premium lead	Ms Sharon Bishop
Governor / Trustee lead	Mr David Cain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<u>£0</u>
Total budget for this academic year	£5,100

Part A: Pupil premium strategy plan

Statement of intent

Introduction

Kingfisher CE Academy was opened in September 2021. We are currently in our second year of opening, with 65 students on roll (Nursery to Year one). In time, this will grow to nearly 500 learner and include provision from 2 years old to 11years. The school serves the community of Wichelstowe and Swindon more broadly. The level of deprivation within the community we serve are relatively high when compared to national average 28% of our pupils fall within the Pupil Premium bracket.

We are situated at Wichelstowe, within Swindon. Swindon has a high employment rate, due to large companies operating in the area. There are good transport links with London, Bristol, Bath and Oxford, with many commuting for work outside of Swindon borough. Swindon itself has nearly a tenth of neighborhoods that are amongst the most deprived in England (October 2019), with Swindon being listed as 157th in the deprivation table across England and 10th in the South West.

At the Wichelstowe Learning Campus and specifically Kingfisher CE Academy we are aware that barriers to learning can manifest themselves in many forms. Pupil premium is used as one indicator of the disadvantage that some pupils from low-income households face in their education. However, we appreciate that alongside low income, children can also experience other barriers such as SEND, having English as an additional language, high mobility, cultural differences and instability within the family home. Family contexts may also include safeguarding concerns. All of these potential barriers prevent children from achieving their full potential in school.

The Sutton Trust's Education Endowment Fund conducts research into how to best tackle these barriers. It is upon their research and wider research that the following strategy statement is based.

We hold our students and their families in the highest possible regard. We have unwavering high expectations and aspirations for our learners. As a school we are confident that with all the resources and expertise at our disposal we can ensure that all children are enabled to overcome any barriers to learning, achieve well and be equipped for the next stage of their life and education. In this way we aim to enrich and support the lives of our families and the community we serve to flourish whilst with us and beyond.

High-quality teaching is at the heart of our approach, 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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.



Objectives

- Consistent High-quality teaching for all pupils.
- Early identification of potential barriers to learning that our Pupil Premium learners experience.
- Support learners and families to offset the effects of these barriers and begin to dismantle them so all can flourish.
- Ensure disadvantaged pupils have a 'level playing field' with their non-disadvantaged peers.
- To accelerate the progress our disadvantaged learners, make across the curriculum, including progress for those who are already high attainers.
- Close the gap in attainment and progress that exists nationally between disadvantaged learners and their non-disadvantaged learners.
- Help build the resilience of disadvantaged learners, to foster within them curiosity, creativity and confidence so they go on to become contributing members of the community.

Principles

- Our strategy to tackle disadvantage is informed by educational research and best evidence informed practice. We have aligned our approach to the recommendations in the EEF's guide to pupil premium strategy
- Our Pupil Premium funding allocation is directed in a way to maximise its impact on the greatest possible number of students
- Our Pupil Premium strategy is centred around the belief that quality first teaching is the best way to ensure all pupils make good progress
- Invest in high quality, evidence informed continual professional development for all staff that develops their practice specifically impacting on outcomes for PP learners.
- Quickly put into place effective intervention strategies for students who begin to fall behind (academic and otherwise)
- Ensure all pupils access to a wide range of rich and diverse curriculum opportunities and experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantages. The approaches we have adopted complement each other to help pupils flourish.

We also recognise that to support our pupils more holistically, we need to provide specialist emotional, behavioural and language rich interventions and seek to improve attainment by ensuring high quality language and learning environments, opportunities and interactions.

Challenges

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

Challenge number	Detail of challenge
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1	<i>Long term effects of COVID-19- lockdowns have disproportionately affected disadvantaged students, resulting in them being academically further behind their non-disadvantaged peers. Our students are particularly affected due to missing those early language developmental experiences before the age of 6 and an uninterrupted academic year at primary school or Nursery.</i>
2	<i>Oracy, phonetic knowledge and application are below across our cohort, this is particularly pronounced in our disadvantaged students. This is of concern as consolidation of early language acquisition has long term impact to all learners outcomes.</i>
3	<i>Poor language and communication skills is also of concern amongst our disadvantaged learners.</i>
4	<i>To ensure that pupil welfare and social and emotional needs are being met and self-esteem is improving.</i>
5	<i>Self-regulation, resilience and engagement with learning is low amongst parts of disadvantaged cohort. This is hindering both social, emotional and academic development.</i>

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
Improve the oracy and literacy levels and reading ages of disadvantaged pupils to remove barrier of poor literacy to academic success.	Language and Communication age is within 1 year of chronological age.
Close the disadvantage gap in phonics acquisition and application.	Progress data reported at 6 points throughout academic year show that disadvantaged students make same progress as non-disadvantaged peers within little Wandle data analysis.
Increase resilience of disadvantaged students and their engagement with education.	Lesson observations and behaviour data show that levels of resilience and endearment of disadvantaged students is in line with their non-disadvantaged peers
Pupil welfare and social and emotional needs are being met and self-esteem is improving.	<p>ELSA provision will provide strategies that will support PP children in greater involvement in lessons at the correct level of challenge and a reduction of anxiety regarding personal issues.</p> <p>Pupil parent voice will demonstrate that we are diminishing the difference between outcomes of PP and Non PP.</p> <p>PP pupils attend well in comparison to all other pupils.</p> <p>PP pupils demonstrate levels of confidence and independence in line with age and other 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Support from Aspen to address Communication and Language in EYFS</i>	National programme with track record of success across schools. Research by Educational Psychologist team to support language acquisition.	1, 2 & 3
<i>Subject enhancement and pedagogy CPD for staff to ensure Quality First Teaching across the curriculum</i>	‘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.’ EEF Maximising Teaching	1, 2 & 3

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and language interventions across EYFS and KS1 for low attaining disadvantaged pupils</i>	Literacy and Language are fundamental skills, and a good indicator of likely success. The EEF state that “Literacy is key to learning across all subjects in Primary school and a strong predictor of outcomes in later life.”	2 & 3
<i>Effective deployment of TA to support NELI, Talkboost, English Hub work</i>	Part of the English Hub Programme. The NELI programme suggest that “high quality language intervention can help the long term impact of lost learning” caused by the enforced school closures during national lockdowns.	1, 2 & 3

<p><i>Employment of TA to deliver small group support</i></p>	<p>The EEF encourage the use of TA for small group work, and recognise the positive impact they can have on student progress.</p> <p>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact”</p> <p>“The average impact of the deployment of teaching assistant is about an additional four month’ progress over the course of a year”</p>	<p>1, 2 & 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trips and visits subsidy</p>	<p>Building students’ cultural capital, confidence and self-esteem through exposing them to experiences otherwise off limits to them. Some academic trips that support academic attainment.</p>	<p>1</p>
<p>Play therapy, NELI & Nylands</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>EEF Teaching and learning Toolkit – Social and Emotional learning</p>	<p>5 & 6</p>
<p><i>Sundry pupil support</i></p>	<p>Allowing students to fully access the curriculum and succeed. Assistance with transport costs where appropriate to ensure students can attend extra-curricular sessions.</p>	<p>4</p>

Total budgeted cost: £ 5,100

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 2022 to 2023 academic year.

Pupil Premium funding 22-23:

Our challenges and Impact

1. Long term effects of COVID-19- lockdowns have disproportionately affected disadvantaged students, resulting in them being academically further behind their non-disadvantaged peers. Our students are particularly affected due to missing those early language developmental experiences before the age of 6 and an uninterrupted academic year at primary school or Nursery. &

3. Poor language and communication skills is also of concern amongst our disadvantaged learners.

Kingfisher bought time and expertise of the Educational Psychologist Team to develop a language and communication project through out the school. Development of language environments, language interactions and language opportunities. The impact on learners has been 78% of learners achieving GLD in Communication and Language in 2022, whereas 88% of learners achieved GLD in Communication and Language in 2023. Environments across the school improved in language content and purpose as evidenced in Reviews, Visitors feedback and learners' engagement in the environment. Language interactions improved between adults and learners seeing improvement in verbal sentence construction and non-verbal children repeating back phrases and words.

2. Oracy, phonetic knowledge and application are below across our cohort, this is particularly pronounced in our disadvantaged students. This is of concern as consolidation of early language acquisition has long term impact to all learners' outcomes.

Phonics 'keep up sessions' delivered by our Reading Champions saw an improvement in the 'Little Wandle' data completed every 3 weeks. The additional practice and embedding of the phonics supported children in reading and writing.

In Receptions this saw 100% PP learners achieve, GLD in Literacy (Comprehension, Reading and Writing). Out of the 4 PP pupils in Year 1 one achieved the phonics standard 3 were within 5 to 10 marks and should achieve the retake in Year 2. In

Reading two out of four children were working towards the standard and two were below with additional SEND needs.

4. To ensure that pupil welfare and social and emotional needs are being met and self-esteem is improving. &

5. Self-regulation, resilience and engagement with learning is low amongst parts of disadvantaged cohort. This is hindering both social, emotional and academic development.

Kingfisher was able to support the training of two members of staff in ELSA (Emotional Literacy Support Assistant) who can work children on a one-to-one level to support their emotional needs and communication. In the longer term more children will be able to access this provision as the staff are now trained and there is succession planning in place.

Attendance for PP children improved from 90% in 2021-22 to 95% in 2022-23, children were more generally more confident and enjoy coming to school.

The October Parent survey said that 75% of the respondents strongly felt their child was happy at Kingfisher with 100% saying they agreed or strongly agreed their child felt safe at Kingfisher.

Specialist training from Behaviour support provided staff with strategies and routines to help regulate children who become anxious and dysregulated. Although these strategies do not work for all, generally across our PP children (who don't have more complex needs) we saw improvement in behaviour for learning and attitudes to learning. This was evidenced in school reviews and learning walks carried out by the Trust and Academy Council.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.