

Pupil premium strategy statement - Infant

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kings Academy College Park (Infant)
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	57 Pupils (18.15%)
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
Date on which it will be reviewed	November 2024
Statement authorised by	S Boister
Pupil premium lead	S Boister
Governor / Trustee lead	Mr S Dowdell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£108,800

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- To improve the profile and engagement of Reading in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- When providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths. Undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs.
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Monitor attendance closely to ensure that pupils and parents receive the right amount of support they need from us as a school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance and punctuality data indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>For the year 22/23, attendance for students was at 95.06%. For pupil premium students, this was 94.01%. Our attendance data therefore indicates that attendance among disadvantaged students is approximately 1.05% lower than for non-disadvantaged students.</p> <p>12.93% of students met the criteria for being persistently absent, a total of 45 children. Of these, 16 were pupil premium students, giving a total of 35.56% of disadvantaged pupils being persistently absent.</p>
2	<p>Assessment, observations and discussions with pupils indicate that all three core subjects: reading, writing and maths among disadvantaged pupils is significantly below that of our non-disadvantaged pupils.</p>
3	<p>Improve the profile of Reading outside of school - parent participation as reading is a precursor to everything else. This will also aid the development of vocabulary.</p>
4	<p>Employment of high quality staff to help support targeted interventions, particularly, disadvantaged pupils with SEND.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support such as ELSA/ND Profiling remain relatively high. 17 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 4 who are both disadvantaged receiving small group interventions (ELSA).</p>

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
<p>Raise Pupil Premium attendance and punctuality – decrease in persistent absence.</p>	<p>Sustained attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being above 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so these groups are inline. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
Pupils make at least expected progress in reading, writing and maths.	<p>Gaps will close in progress made between disadvantaged and non-disadvantaged pupils.</p> <p>KS1 reading outcomes 2024/25 will show that more than 39% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 writing outcomes 2024/25 will show that more than 39% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 Maths outcomes 2024/25 will show that more than 45% of disadvantaged pupils met the expected standard.</p>
To continue to improve the profile of Reading inside and outside of school.	A whole school focus on engagement of reading for pleasure inside and outside of school will help support our disadvantaged children.
Pupils access a wide range of enrichment experiences both inside and out of school.	Disadvantaged children will be encouraged to try new before and after school clubs. Any disadvantaged child unable to pay for trips/clubs will be supported.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.</p>	<p>Sustained high levels of well being by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent surveys and teacher observations significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Support to be made available to those parents that need it either as pastoral or academic support.</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: £65,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Teachers are being offered subject knowledge training in key areas to improve teaching outcomes.</p> <p>Oral feedback</p> <p>Teaching and Learning Trust Leads</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>We have acknowledged that some of our staff will need to go on additional training courses to help support their subject knowledge and improve quality first class teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Updated marking policy promotes live marking - oral feedback given directly to the child at the point of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The implementation of Teaching and Learning Leads has allowed training and a wider dialogue of facilitators to embed the best possible drivers within classrooms for Pupil Premium children.</p>	<p>2,4</p>
<p>Teaching Assistants undergoing regular training to enhance their practice</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p>	<p>2, 4</p>

	https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	
SEND LSA	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils will be implemented.</p> <p>To support the SENDCO in raising standards for Pupil Premium children with additional need</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1697002487</p>	2, 4

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

Budgeted cost: £22,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants offered CPD to support targeted interventions across the school.	<p>We are also offering our Teaching Assistants opportunities to undertake further training to help support our children and provide high quality interventions. Eg Accelerated Reader, Super Sonic Phonics, Educare, Attachment Awareness.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1697005466</p>	2,3,4
Reading continues to be a high priority on the school action plan.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3

<p>Pupil Progress meetings track progress of Pupil Premium pupils and appropriate, timely interventions are put in place.</p>	<p>Constant tracking and pupil progress meetings will track the performance of all pupils, particularly Pupil Premium Pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>
<p>HLTA employed for two terms to work across the school.</p>	<p>HLTA employed to cover classes so that Teachers can have time out to provide interventions for those key pupils that need it in core subjects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p>
<p>Purchase web based programs to be used in school and at home to support core subjects.</p> <ul style="list-style-type: none"> ● Super Sonic Phonic Friends ● Purple Mash ● Number Bots <p>Reading logs purchased with the whole school incentive programme to encourage more pupils to read outside of school.</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with reading.</p> <p>The involvement of parents in their children's learning activities (eg parents evening, phonics workshops)</p> <p>More intensive programmes for families that need it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,3</p>
<p>Teaching Assistants employed to provide target interventions for our children either both academically or for emotional support. Eg Precision Teaching and ELSA</p>	<p>High quality small group interventions</p> <p>Specialists lead CPD sessions with individual pupils and staff.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3, 4, 5</p>

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

Budgeted cost: £20,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for disadvantaged children is monitored on a weekly basis by PP Leader and patterns of missed attendance is actioned by the PP Leader.	Attendance monitored on a weekly basis. Any patterns of missed attendance need to be addressed with the Attendance Lead/Family. Current PA (below 90%) for PP children is 24%. This activity will lead to improvement for PA in PP children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	1,
PP Lead/Attendance Lead and SENCO to contact families that may need extra support. EWO Officer Joint with KANP.	PP Leader to work with Attendance Lead (SLT) and SENCo to identify strategies to help support families in improving attendance. EWO officer to support the school from January 2022 to target attendance of children below 96%	1, 5
ELSA to help support children with emotional wellbeing.	ELSA Support/Regular check ins for those children that need it. Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer if needed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning.	To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

<p>Cultural capital experiences promoted in the curriculum. Character Building Programme (CJ's in school)</p> <p>Arts: Culture Creative Performances attended Sports events attended</p> <p>Minibus to transport pupils for trips and after school clubs.</p> <p>Full or partial payment in cost of trips or for PP children</p> <p>Development of the school's outdoor learning space</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced through pupil voice, books and data</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <ul style="list-style-type: none"> • <i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i> • <i>EEF – sports participation increases educational engagement and attainment.</i> • <i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i> <p>To aid the lack of physical development due to COVID restraints. This has had a significantly positive impact on the physical development of our Pupil Premium children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 5</p>
<p>Provision of a free Breakfast Club</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>5</p>
<p>Reading trip</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>
<p>Funding for school uniform</p>	<p>Providing full or partial payment towards school uniform; providing a sense of belonging to the pupil.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>5</p>

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2022-2023:

Frequent identification of pupil premium, who are persistent absence children were shared with SLT. Regular attendance calls made by SLT to parents of PP persistent absence. This raised parent accountability which in turn resulted in an increase in PP children attending school.

The development of staff training has improved the provision of quality first teaching throughout the school. Aspects such as 'live marking' enabled a live dialogue between teacher and child at the point of learning, which has ensured children further their learning and understanding.

Assessment resulted in targeted interventions for PP children allowing for the provision of gap filling within core knowledge.

The employment of a HLTA enabled PP children to receive quality first teaching, from teachers, for core subjects.

Raising the profile of reading for pleasure and introducing reading logs for home, has led to an increase within the engagement of reading.

The outcomes for the academic year 2022-2023 showed

EYFS/KS1

Indicator	2022/23							
	All	PP	SEND	G	B	INTERIM TARGET	NA 2023	FFT 20
Reading EXS+	66	39	14	69	63		68	
Writing EXS+	53	39	5	56	50		60	
Maths EXS+	69	45	23	66	73		70	
RWM Comb EXS+	52	38	0	56	48	75	57	
Phonics	76	64	56	77	75	90	82	
GLD	67	60	18	70	60	80	67	

Reading:

Progress from Year 1 Phonics outcomes in 2022:

10% increase in attainment in reading outcomes

29% PP met the standard in Year 1 phonics

39% PP met the standard in Reading at the end of year 2

Writing: All pupil increase by 10%, PP increase by 7% (2022 data to 2023 data)

Maths: Decline in PP outcomes by 7% (2022 data to 2023 data)

Combined: Increased by 6% (2022 data to 2023 data)

Whole school change is being seen from GLD data - increase from 38% to 60% and phonics 29% to 64% for pp children.

This will mean an improvement in next year's data as long as the strategies continue to be consistently applied.

Academic Year 2021-2022:

The outcomes for the academic year 2021-2022 showed the gap between reading narrowed significantly by 6% due the whole school Academy Improvement Plan focus of reading, supplemented by a focus on teacher training.

Our writing gap also significantly reduced by 5% and our combined result - 8% - (this gap has halved since the prediction of GLD in 2020). Maths is now a whole school focus area.

Outcomes

EYFS/KS 1 – July 2022

	July 2022				
Indicator	All	PP	SEND	G	B
Reading EXS +	71%	65%	27%	82%	59%
Writing EXS+	43%	32%	13%	53%	31%
Maths EXS+	64%	52%	27%	70%	58%
Combined – R, W, M (EXS)	40%	32%	13%	48%	31%
Phonics	63%	29%	5%	70%	56%
GLD	62%	36%	30%	70%	55%

Continuous monitoring of quality first teaching through DDIs, in-house training and KA CPD Offer have allowed consistent teaching and learning to be applied across the school. Following on from this, the application of flexible groupings has supported Pupil Premium and Key Marginal children within lessons. Where Pupil premium children are not making progress, 1 to 1 interventions within this area have been applied.

The web based learning (Number Bots, Purple Mash) continues to have a significant positive impact on engagement of pupils outside of school hours.

Teaching Assistants have provided highly effective emotional and academic support where needed for Pupil Premium children, thus reducing their barriers to learning and decreasing the segregation between disadvantaged children and their counterparts.

A partial or full reduction in the cost of trips for Pupil premium children has meant enhanced experiences for these children which in turn has benefited their Cultural Capital.

Persistent absence of pupil premium has improved since the EWO and Sims manager have made phone calls regarding attendance and lateness when necessary. Face to face meetings are then required if attendance does not improve.

Academic Year 2020-2021

Statutory assessments were cancelled again this year due to the Covid-19 pandemic. However detailed tracking of children indicates that the children were on track to make at least good progress from their starting points

Infant Scorecard Data from Year 2 – 2020-2021

Indicator	All	PP	SEND	Girls	Boys
Reading EXS+	55	41	21	59	50
Writing EXS+	47	31	21	61	32
Maths EXS+	58	45	29	67	48
RWM Comb EXS+	39	28	21	49	29
Phonics	41	14	10	40	41
GLD	52	24	0	58	45

Due to the second lockdown, Reading Recovery Teacher worked 0.2 FTE with change of focus. All children made progress from starting points, many making accelerated progress, due to training and subsequent ongoing support for catch-up staff being highly effective, high quality resources being provided for guided reading based upon expert knowledge and research of reading recovery and allowing teachers to focus on the teaching, accurate and detailed diagnostic assessments identifying individual needs of children and the ongoing advice given to teachers, her own outstanding quality of teaching when working with children on one-to-one basis, particularly with key marginal children.

Children were supported by ELSA (including time to talk every morning, anger management, lego therapy, friendships, personal space, family dynamics, understanding emotions). Highly positive feedback from parents and staff. Noticeable difference seen both in relationships with others, readiness to learn and engagement with school. During partial opening due to Covid-19 pandemic, our ELSA supported our SENCo with family liaison supporting parents and children experiencing difficulties due to the closure.

Despite extension and enrichment visits being limited due to the pandemic, the Commando Joe's programme proved to be highly successful increasing the children's

resilience, ability to problem solve, increased vocabulary and team working. Visitors to the school observed high levels of engagement and involvement, and cooperation and inventiveness. Due to the pandemic, the residential trip could not go ahead.

Reading/Phonics/Spelling interventions – majority of children made expected progress with many making better than expected. Personalised support offered to parents during lockdown increased parents ability and confidence to support their child

Writing – Assessments showed that children were all making progress for their starting points up to and following lockdown. Teachers reported children returning to school with confidence and resilience even more than was expected.

All families were contacted by the school at least once with vulnerable families and those that needed it contacted on a daily or weekly basis. Once school partially opened, vulnerable and key worker children were invited into school. The school also supported parents and carers throughout lockdown with support accessing food banks and food hampers, seeking benefits and offering well-being support.

Externally provided programmes

Programme	Provider
Super Sonic Phonics	
Talk Boost	
Zuko Sports	
Skilful sports	