

Pupil premium strategy statement – Kew Woods

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Kew Woods Primary School
Number of pupils in school	439 (Nursery -Year 6) 411 (Reception - Year 6)
Proportion (%) of pupil premium eligible pupils	(109) 26.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2023/ 2024 2024/2026
Date this statement was published	October 2024
Date on which it will be reviewed	Termly until October 2024
Statement authorised by	Christina Greaves
Pupil premium lead	Caitlin Park
Governor / Trustee lead	Phil Power

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£161,320

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding provided to schools by the Government to improve the attainment of disadvantaged children. These are children who fall within certain groups who have been identified as achieving less well overall than the wider school population. The groups of children who are thus identified are as follows:

FSM Children who are currently in receipt of free school meals

Ever 6 Children who have been in receipt of free school meals at any time in the last six years

SCE Children who have a parent who is or has been a member of the armed forces

LAC Children who are in the care of the Local Authority

PLAC Children who have previously been in the care of the Local Authority for at least one day.

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

This strategy has been written by the Senior Leadership Team and approved by the Governing Body. It is published on the school website. It is based on our understanding of the needs of our own students, on extensive research and evidence of best practice from organisations such as the Education Endowment Foundation (EEF) and on our own evaluation of strategies we have used in the past. The strategy sets out what our priorities are and explains why they are important. It also sets out how we intend to address those priorities and how we will use Pupil Premium funding to do so. It will be reviewed annually by the Senior Leadership Team and Governors, and adapted to ensure it is appropriate for the needs of our current students.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills in Nursery and Reception are lower for pupils eligible for PP than other pupils on baseline analysis in comprehension and phonological awareness.
2	19% of PP pupils are also on the SEND register
3	29.6% have attendance less than 90% over the last academic year (23/24)
4	Narrowing the attainment gap across Reading, Writing and Mathematics.
5	9% of disadvantaged pupils are on the vulnerable register
6	16% of the year 1 cohort have English as an additional language.

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
To ensure attendance of pupil premium pupils is above national average.	Pupils will be in school safe learning every day Weekly reports will indicate pupil premiums attendance is above national average. Pupil Premium lead will support any Pupil Premium families to overcome challenges regarding attendance throughout the year.
To increase the percentage of pupil premium pupils achieving expected in reading, writing and mathematics across the school.	Pupils will aspire to achieve well and have self-confidence in their academic ability. Interventions will be success to support the increase in attainment for pupil premium pupils.
To nurture the well-being of pupil premium pupils	Pupils will be able to express, understand and manage their emotions to keep their mind and body healthy.
Pupil Premium pupils to have experiences of extracurricular clubs and residential. Experience Cultural Capital	All pupil premium pupils will attend school trips and residential which deepen their understanding of arts, culture and sports

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: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for Year 6 two hours in the morning each day for smaller groups for English and Mathematics for three half terms.	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 and year 2 cohort and have identified that 3 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	2. 4
Additional Teacher for Year 4, and Year 5 , 5	EEF(+3)	2. 4

mornings a week for pupils not achieving age related expectations in English and Maths.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 and year 2 cohort and have identified that 3 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	
CPD for all teaching staff on the becoming a trauma informed school with Dr Jennifer A. Nock. The school will be working towards the bronze accreditation.	Evidence from systematic reviews demonstrates the importance of school as a setting for mental, physical, and/or emotional recovery for children with histories of trauma/adverse events. Dr. Jennifer A. Nock has been at the forefront of understanding and addressing Developmental Trauma, which is sometimes referred to as Early Life Trauma (ELT). Her research and insights have significantly influenced how schools approach trauma-informed practice.	5
School involved in Voice 21 project for raising standards in oracy. Two members of staff on regular CPD training and supporting whole school strategy for Oracy as Oracy champions.	Ofsted English review demonstrates there is a correlation between pupils' spoken language skills and their academic outcomes, social development, and emotional development. There should be clearly planned provision for developing pupils' spoken language across the curriculum. It also states how children should have opportunities planned for explanatory and presentational talks. EEF research shows on average oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. Approaches that are delivered one-to one also have larger impact.	1,2,4, 6

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

Budgeted cost: £ 47,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA3 to teach targeted intervention to PP pupils with a range of targeted	This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring	1, 2, 3, 4, 6

interventions for specific pupils to support them with emotional support and reading, writing and mathematics. 1:1 Phonics teaching in EYFS and KS1.	can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, disadvantaged students are only half as likely to have received such tuition as non-disadvantaged young people. Disadvantaged students are also less likely than their non-disadvantaged peers to have parental support for independent study according to the same report and in the Parent Power report (2018) the EEF recommends that disadvantaged students should be given additional support for independent study. Data within school suggests that Pupil Premium students are less likely to complete homework on time.	
Targeted Year 3-5 pupils for comprehension intervention, times table intervention and reading before school.	This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, disadvantaged students are only half as likely to have received such tuition as non-disadvantaged young people. Disadvantaged students are also less likely than their non-disadvantaged peers to have parental support for independent study according to the same report and in the Parent Power report (2018) the EEF recommends that disadvantaged students should be given additional support for independent study. Data within school suggests that Pupil Premium students are less likely to complete homework on time.	2,4,5.
Speech and Language therapist appointed to assess targeted pupils, write programmes and train staff on how to deliver daily programmes. EAL tutor to work with pupil premium pupils.	EEF research shows on average oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. Approaches that are delivered one-to-one also have larger impact.	1, 2, 4, 6
Additional Educational psychologist support for PP pupils	This has been successful in previous years ensuring pupils have a tailored curriculum to meet their needs. The recommendations feed into SEND support plans and EHCP assessments. Supports pupils in crisis.	2, 4,

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund school uniforms for pupil premium pupils including school tracksuits.	Poor attendance impacts directly on progress. (DfE The link between absence and attainment at KS2 and KS4, 2016) School data indicates that the attendance of disadvantaged students falls below that of their non-disadvantaged peers and they are more likely to be Persistently Absent. Attendance of the disadvantaged cohort improves and is more in line with that of their non-disadvantaged peers. Persistent Absence among disadvantaged students is reduced. According to the EEF 'the association between parental engagement and a child's academic success is well established'. If children have the correct resources to come to school, they will feel ready to come to school. Parents will be supported in getting children to come to school.	3, 5.
Behaviour and Counselling service Pupils attached to key workers	According to Maslow's hierarchy of needs, basic physical, emotional and psychological needs must be met before someone can reach their full potential. Disadvantaged students have a range of diverse barriers to learning that in many cases go beyond the academic and these must be addressed.	2, 5.
Teaching Assistants funded to run clubs after school for a range of activities	A report by the UCL Institute of Education; certain teaching approaches (March 2018) found that research indicates extra-curricular activities such as Science, sports can help increase scientific aspirations of students from disadvantaged backgrounds. Oxford University also found evidence that disadvantaged pupils face a lack of "opportunities to learn" which the researchers linked to lower achievement. There is evidence that programmes such as school science clubs, visits to museums, university laboratories, or visits by scientists in schools can raise outcomes.	5
Subsidising the costs of school visits and curriculum enhancements	Enable pupils to access residential visits for outdoor and adventurous team building activities. To provide experiences for pupils to develop oracy skills and engage in talk for writing activities. Children to engage in visits to support topic learning.	1, 3, 4, 5

	Cultural capital enhances academic progress as it provides students with a wider general knowledge base to contextualise new learning. It also supports social mobility (Bourdieu). Disadvantaged students may have fewer opportunities to develop this at home. Extra-curricular activities, trips and visits are mediums through which school can provide opportunities to develop cultural capital for disadvantaged students, who are more likely to rely on free activities. According to the Social Mobility Commission (An unequal playing field: Extra-curricular activities, soft skills and social mobility July 2019), research suggests that participation in extra-curricular activities builds confidence and social skills which make people more employable and young people who participate in such activities are more likely to aspire to go on to further or higher education	
Learning Mentor has been appointed to support the social, emotional and mental health of children within the school. Remit will include working with Team Around the School to offer early support to families within the community. As well as support SLT with attendance.	Evidence states that Incorporating effective SEMH strategies within schools is vital for fostering a nurturing educational experience. It involves early identification and assessment of students' needs, implementation of targeted interventions, and the creation of supportive learning environments.	2,3,5

Total budgeted cost: £ 161,320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - 32% of cohort are Pupil Premium Pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS – Reception Pupils 2023	Pupils eligible for pupil premium (PP) 16 pupils (% achieved expected or above)	Pupils not eligible for (PP) 46 pupils (%achieved expected or above)
Good level of development (GLD)	44%	73%
Word Reading	44%	78%
Comprehension	63%	78%
Writing	43%	78%
Number	63%	89%
Numerical Patterns	44%	80%
Year 1 Phonics screening 2022	Pupils eligible for pupil premium (PP) 17 pupils (% achieved expected or above)	Pupils not eligible for (PP) 43 pupils (%achieved expected or above)
Passed the Year 1 Phonics screening	88%	83%
END OF KS1		
	Pupils eligible for PP 18 pupils (% achieved expected or above)	Pupils not eligible for PP 41 pupils (%achieved expected or above)
% met end of KS1 expectations in reading	56%	71%
% met end of KS1 expectations in writing	44%	54%
% met end of KS1 expectations in mathematics	50%	68%

% met end of KS1 expectations in science	61%	68%
--	-----	-----

END OF KS2		
	Pupils eligible for PP 17 pupils (% achieved expected or above)	Pupils not eligible for PP 43 pupils (%achieved expected or above)
% met expectations in reading	88%	86%
% met expectations in writing	71%	76.8%
% met expectations in mathematics	88%	76.7%
% met expectations in GPS	77%	83%
% met expectations across reading, writing, mathematics (national data 61%)	70%	69.8%
Pupil Progress Reading	+0.7	
Pupil progress Mathematics	-1.8	
Pupil progress Writing	-1.2	

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
Read, Write Inc Phonics	Ruth Miskin
Get Writing	Ruth Miskin
Fresh Start Intervention	Ruth Miskin
Language and Literacy	Ruth Miskin
Time to Talk + Friendship Formula	Alison Schroeder
Early Fluency Programme	Sefton Local Authority
Voice 21 Oracy programme	Voice 21
2013 Ofsted report states: "Pupils known to be eligible for pupil premium make good progress." 2017 Ofsted report states: "Funding is well used for both academic support and support for the social and emotional well-being of disadvantaged pupils." 2023 Ofsted report "Pupils blossom because leaders and staff want the best for them."	