

# King's Lodge School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King's Lodge
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kim Spencer
Pupil premium lead	Sarah Gale
Governor lead	Mark Griffiths

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,485
Recovery premium funding allocation this academic year	£5665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,150

# Part A: Pupil premium strategy plan

## Statement of intent

At KLS we believe that all children should be equal and feel safe in a positive, caring environment. We use our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and are given the best opportunities to achieve their potential. We believe this will enable them to become socially responsible citizens, who have the ability to make the best choices in life. We recognise that disadvantaged children can face a range of barriers which may impact on their learning and well-being.

We maximise the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy, which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate our use of Pupil Premium and wider school improvement strategies for maximum impact on pupils' outcomes.

For best impact, we have considered the context of our school and adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Teaching and learning opportunities are planned to meet the needs of all our pupils, including disadvantaged and vulnerable learners. Funding may be prioritised for classes, groups or individuals.

Our tiered approach comprises three categories:

- **Teaching**
- **Targeted Academic Support**
- **Wider Strategies**

## Challenges

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

Challenge number	Detail of challenge
1	Lower reading attainment in all age groups identified through assessments and observations. Based on teacher assessment from July 2021, a lower % of DL are attaining expected and greater depth standards in reading.
2	Parental engagement to support home learning and raise attainment. Parental understanding of what makes a successful learner and ways they can support their child's learning at home, including following up on school based learning such as regular reading and homework.
3	Independent learning skills of DL resulting in weaker academic attainment. Many children find independent learning difficult. Resilience is low. Reading and following instructions accurately is a barrier.

4	Early language acquisition. On entry to school, children's language is below expected level in relation to Development Matters. Some of our disadvantaged pupils demonstrate very poor language and communication skills: this affects their ability to communicate their needs and engage in successful learning including early phonics, reading and writing experiences.
5	Social and emotional needs. We have a significant number of DL with social and Emotional needs. These often need to be addressed in order for our pupils to be ready to learn. This has been particularly challenging given disruption to school routines as a result of Covid lockdowns.
6	Family dynamics. Some of our pupils have chaotic home lives, often leaving them arriving 'flustered or un- regulated' in the morning and so they are less focused and find it hard to settle to their learning.

### July 2021 Data

*NB It should be noted there is some crossover with PP and SEN pupils*

<b>EYFS</b>	<b>PP</b>	<b>Non PP</b>
Reading	50%	72%
Writing	50%	62%
Maths	50%	84%
<b>Y2</b>	<b>PP</b>	<b>Non PP</b>
Reading	51%	67%
Writing	56%	49%
Maths	78%	65%
Phonics Screening Dec 20	66%	76%
<b>Y6</b>	<b>PP</b>	<b>Non PP</b>
Reading	75%	82%
Writing	75%	75%
Maths	67%	74%

## 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
DL have improved reading skills to enable greater independence and access to the full curriculum.	<ul style="list-style-type: none"> <li>• All DL to reach nationally expected progress rates in reading, in order to achieve Age Related Expectation.</li> <li>• Progress shown through tracking of EYFS and end of KS data.</li> </ul>
DL have improved oral language skills and vocabulary.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate improved oral skills.</li> <li>• DL engaged in lessons.</li> <li>• Independence in all learning.</li> </ul>
Children's Emotional needs are addressed to ensure readiness for learning.	<ul style="list-style-type: none"> <li>• All DL able to emotionally regulate in order to access the full curriculum independently.</li> </ul>
All children to have equal access and opportunities within subjects including ensuring access to wider opportunities.	<ul style="list-style-type: none"> <li>• Confident children who talk positively about themselves as learners and the learning itself.</li> <li>• Sustained participation of DL in trips, visits and residential.</li> </ul>
Sustain improved well-being for all pupils in our school, particularly our DL.	<ul style="list-style-type: none"> <li>• High levels of well-being and emotional stability demonstrated by teacher observations, pupil voice surveys and parent surveys.</li> </ul>

## 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: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on the Little Wandle Early Reading and Phonics Programme with Early Reading and Phonics Lead.	Reading Comprehension strategies +6 months Systematic Synthetic Phonics programme + 5 months s Early Years interventions +5 months	1, 3 and 4
Training for Early years staff to develop a vocabulary rich environment.	Early Years interventions +5 months	1,2,4
Staff training for Reading For pleasure through the English Hub	Oral Language Interventions +5 months  High quality reading for pleasure implemented in the classroom to impact reading.	1,2,3 and 4
Purchase of standardised diagnostic assessments.  Training for staff to ensure correct administration and interpretation.	Specific strengths and weaknesses identified to ensure appropriate additional support.	1,3 and 4

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

Budgeted cost: £ 28 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group reading support. Little Wandle Phonics interventions. Pre and post teaching phonics learning for DL with reading leader and support staff.	Reading Comprehension strategies +6 months Early Years interventions +5 months Systematic Synthetic Phonics programme + 5 months	1, 3 and 4
1:1/small group pre and post teaching of learning with a focus on vocabulary progression.	Oral Language Interventions +5 months Small Group tuition +4 months	1, 3 and 4
BLAST intervention with EY children.	Early Years interventions +5 months	1 and 4
Pastoral Manager to provide support with 1:1 reading for some DL.	Reading Comprehension strategies +6 months	1, 3 and 4

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional interventions and support where necessary with Pastoral Manager and ELSA trained TAs	Social and emotional learning +4 months (EEF)	2,3,5 and 6
Liaison with DL families – Pastoral Manager	Parental engagement +4 months (EEF)	2 and 6
Support for families from Pastoral Manager in relation to behaviour and attendance.	Collaborative learning approaches +5 months (EEF)	5 and 6

Funding support for trips, visits and residentials, enabling all children to participate and be included.	Social and emotional learning +4 months (EEF)	2,3,5 and 6
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**Total budgeted cost: £63 000**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, at KLS we have used our internal assessments and observations, which show us that emotional distress has had an impact on attainment for all pupils including DL. Attainment is lower than expected for all pupils and DL attainment continues to be below that of non DL.

During Lockdown in January 2021, school remained open to vulnerable and DL. In order to maintain a high quality curriculum, remote learning was set for all pupils using online resources and 'Teams'. Laptops were provided for DL to access and support learning at home. There was regular contact with DL families from the HT, Senco and Pastoral Manager. On returning to school post lockdown, Pupil Premium funding was used to provide emotional support and targeted interventions for DL as necessary.

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress at review meetings and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths circle ltd
ELSA	L.A EP service
Phonics play	Phonics play
Boxhall assessments	Boxhall