

Pupil premium strategy statement 2021/2022



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	Kings Avenue Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	60.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	10 th October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	The Governing Body
Pupil premium lead	Edison David/ Alan Sendorek
Governor / Trustee lead	Alan Sendorek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,885.00
Recovery premium funding allocation this academic year	£
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	£ 178,885.00

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and huge amount of qualitative data will be undertaken regularly to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our pupil premium allocation.

We have also used existing researches and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provisions. Materials published by Lambeth's Research and Statistics Unit also helped us understand the systems and approaches that work in relation to the attainment of specific minority ethnic groups.

We have invested heavily in ensuring that the success of our reading programme is sustained by ensuring 100% of our staff (teachers and support staff) receive comprehensive training, and that high quality reading materials are updated. We also deploy additional personnel time to implement necessary 1:1 reading intervention.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Investigate projects in mathematics, artistic and musical performances, sporting experiences are just a few of the curriculum enrichment areas we focused on this year.

Challenges

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

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted CPD</i>	Various CPD on pedagogy and effective interventions	1,2,3

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

Budgeted cost: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and 1:1 tuition</i>	High impact, moderate cost EEF	1,2
<i>Phonics groups (additional)</i>	High impact, moderate cost	1,2
<i>Use of Power Maths to support those needing catch up in Mathematics</i>	Effectiveness of Mastery approach in the teaching of Mathematics	1,2
<i>Use of Synthetic Phonics to develop early reading</i>	Jim Rose Review	1,2
<i>Use of Lightning Squad to support reading</i>	RAND Europe finding commissioned by EEF	1
<i>Active Reading</i>	Reading comprehension strategies EEF Findings Very Low Cost, High Impact	1,2
<i>Booster lessons for Years 5/6</i>	EEF Extending school time	2

Challenge number	Detail of challenge
1	<i>The COVID-19 pandemic has created a gap between the achievement of our disadvantaged pupils and of other pupils</i>
2	<i>The COVID-19 pandemic has resulted to heightened concerns around our pupils' mental health and well-being, particularly of pupils deemed disadvantaged.</i>
3	<i>Socio-economic factors oftentimes create gaps in pupil's development of social and cultural capital</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
<i>Early identification of underachievement of pupils in the Early Years and Foundation Stage, particularly of the disadvantaged pupils, and effective interventions</i>	% of disadvantaged pupils achieving GLD by the end of the EYFS in line with national
Narrow the gap between disadvantaged pupils and other pupils in all areas, in Key Stage 1	% disadvantaged pupils achieving expected standards in Reading, Writing, and Maths well within national by the end of Key Stage 1. This includes Year 1 pupils passing the Phonics Screening Check.
Narrow the gap between disadvantaged pupils and other pupils in all areas, in Key Stage 2	% disadvantaged pupils achieving expected standards in Reading, Writing, and Maths well within national by the end of Key Stage 2.
Disadvantaged pupils have the same access to, and enjoyment of, activities for cultural capital development as other pupils	Proportion of disadvantaged pupils engaging in, participating in enrichment and enhancement activities similar to those of other pupils
Pupils, including those deemed disadvantaged receive support in mental and emotional health and well-being development	Disadvantaged pupils requiring additional support accessed therapists, SALT and counsellors.

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

Budgeted cost: £ 110000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support for trips</i>	EEF Social and emotional Learning	3
<i>Use of Emotional Literacy Support Assistant</i>	EEF Social and Emotional Learning	3
<i>Therapists and use of other external agencies</i>	EEF Social And emotional learning	3
<i>Enhanced Sport and Physical education Offer</i>	EEF on Physical activity	3
<i>Dedicated Pastoral team</i>	EEF on Social and emotional learning	3

Total budgeted cost: £ 180,000

