

# Pupil premium strategy statement 2022/2023

## Kings Avenue School

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	191
Proportion (%) of pupil premium eligible pupils	64.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	7 November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	The Governing Body
Pupil premium lead	Edison David/ Joy Clarke
Governor / Trustee lead	Matthew Bryant

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170,355.00
Recovery premium funding allocation this academic year	£ 9,280.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<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	£ 179,635.00

## 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.

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 by 2024	% 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 by 2024	% 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, ELSA, counsellors.

## 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: £ 5,000.00

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: £ 159,635

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>Active Reading</i>	Reading comprehension strategies EEF Findings Very Low Cost, High Impact	1,2
<i>Booster lessons for Years 6</i>	EEF Extending school time	2
<i>Therapists to support pupils' mental and emotional Health and well-being</i>	EEF Self-regulation strategies Efficacy of Counselling and Psychotherapy in Schools: A Meta-Analytic Review of Treatment Outcome Studies by Baskin & Slater	1,4

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

Budgeted cost: £ 50,000.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Financial support for trips</i>	EEF Social and emotional Learning	3
<i>Use of Academic Mentors</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
<i>Employment of specialists in the teaching of the creative arts- music and art specialist teachers</i>	Suggested activities by the Impact on Urban Health organisation via the Healthy Schools Fund	4
<i>Share of the salaries of Pastoral Manager who supports families of pupils in receipt of the Pupil Premium</i>	EEF evidence on parental engagement Impact on safeguarding disadvantaged pupils	1,2,3,4

**Total budgeted cost: £ 179,635.00**

## 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.

#### Performance by children entitled to free school meals

Entitlement to free school meals is often used as a proxy for social deprivation. In Lambeth in 2019, children eligible for FSM 'did less well than their affluent peers with a gap of 1.8 in Average Total Points, and 16% in both GLD and in All Goals.

**Table 4 - FSP Assessment performance by children entitled to free school meals (FSM)**

	Kings Avenue				Lambeth 2022			
	Av. Total points	GLD	ALG	Cohort	Av. Total points	GLD	ALG	Cohort
Not Eligible	31.7	57%	57%	7	31.6	72%	71%	1934
Eligible	32.8	85%	85%	13	29.8	56%	54%	794

- In your school; FSM pupils outperformed non FSM pupils Average Total Points by 1.1; FSM pupils outperformed non FSM pupils in a GLD by 27%; and FSM pupils outperformed non FSM in ALL Learning Goals by 27%
- Performance in All Learning Goals and GLD was above the Lambeth figure and in Average Total Points was a 3.0 points difference with the Lambeth figure for pupils eligible for FSM
- Performance in All Learning Goals and GLD was broadly in line with the Lambeth figure and in Average Total Points was a 0.1 points difference with the Lambeth figure for pupils not eligible for FSM

#### PHONICS Screening Check

##### Achievement by pupils entitled to free school meals

Entitlement to free school meals is often used as a proxy for social deprivation. In Lambeth, pupils eligible for free school meals did less well than their affluent peers with a gap of 15 percentage points working at the expected standard.

**Table 3 - % of pupils Working At (Wa) the expected standard by free school meal status**

	King's Avenue		Lambeth 2022	
	% Wa	Cohort	% Wa	Cohort
Eligible	91%	11	65%	910
Not Eligible	100%	9	80%	1,862

- In your school, more pupils not eligible for FSM met the expected standard than those who were eligible.
- Achievement for FSM pupils in your school was above the corresponding Lambeth average
- Achievement for non-FSM pupils in your school was above the corresponding Lambeth average

## KEY STAGE 1

### Performance by pupils entitled to free school meals

Entitlement to free school meals is often used as a proxy for social deprivation. In Lambeth, pupils eligible for free school meals did less well than their affluent peers with a gap of 16 percentage points in writing and maths, and 14 points in reading.

**Table 4 - Teacher Assessment performance by pupils entitled to free school meals (FSM)**

Expected	King's Avenue					Lambeth 2022			
	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average
Eligible	58%	75%	67%	67%	12	61%	53%	61%	59%
Not Eligible	60%	40%	80%	60%	5	76%	69%	77%	74%

- In your school, FSM pupils outperformed non eligible pupils in writing by 35%; non FSM pupils outperformed FSM pupils in reading by 2% ; non FSM pupils outperformed FSM pupils in maths by 13%
- Performance in reading and maths was broadly in line with the Lambeth average and in writing was above the Lambeth average for pupils eligible for FSM
- Performance in reading and maths was broadly in line with the Lambeth average and in writing was below the Lambeth average for pupils not eligible for FSM

## KEY STAGE 2

### Performance by pupils entitled to free school meals

In Lambeth, pupils eligible for free school meals did less well than their affluent peers with gaps of 19 percentage points in maths and around 12 percentage points in reading and writing.

**Table 3 - Test performance by pupils entitled to free school meals**

Expected standard	King's Avenue					Lambeth 2022			
	Reading	Maths	Writ TA	RWM	Cohort	Reading	Maths	Writ TA	RWM
Eligible	50%	31%	56%	25%	16	70%	63%	64%	49%
Not Eligible	87%	87%	100%	73%	15	82%	82%	77%	68%

- In your school, non FSM pupils outperformed FSM pupils in reading by 37%, non FSM pupils outperformed FSM pupils in maths by 55% , non FSM pupils outperformed FSM pupils in writing TA by 44%
- Performance in reading was below the Lambeth average; in maths was well below the Lambeth average; and in writing TA was broadly in line with the Lambeth average for pupils eligible for FSM
- Performance in reading and maths was broadly in line with the Lambeth average and in writing TA was above the Lambeth average for pupils not eligible for FSM
- Performance in RWM was below the Lambeth average for FSM pupils and broadly in line with the Lambeth average for non FSM pupils in your school

## 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
FFT Lightning Squad	Fischer Family Trust
Power Maths Books	Pearson's Publishing
Therapists	NHS

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## 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.*