

# Kings Heath Primary School pupil premium strategy statement

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 Heath Primary School
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	134 pupils 21.2% (+2.1%)
Academic year/years that our current pupil premium strategy plan covers	3 years 2021/22- 2024/25
Date this statement was published	17.10.22
Date on which it will be reviewed	17.10.23
Statement authorised by	Claire Spencer
Pupil premium lead	Mr Mark Court
Governor / Trustee lead	Dr Beth Bishop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	TOTAL            £207,929
School led funding	£0
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	TOTAL            £207,929

## Part A: Pupil premium strategy plan

### Statement of intent

To nurture Ambition, Achievement, Respect and Happiness is the school's aim for all our pupils at Kings Heath Primary, irrespective of their socio-economic background. We are committed to providing the best possible education and support for all our pupils and recognize the importance of the Pupil Premium funding in enabling us to address the needs of disadvantaged pupils and ensure they achieve their full potential.

A high proportion of disadvantaged pupils at Kings Heath Primary have identified SEND needs (55%) and/or have had experience of the care system. Consequently, we have given consideration to the challenges faced by our SEND pupils and looked after and previously looked after pupils.

Quality First Teaching (QFT) lies at the heart of the approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap.

Our primary objectives for utilising the Pupil Premium funding include:

1. Raising attainment. We aim to improve the academic attainment of pupils eligible for Pupil Premium funding across all subjects and year groups.
2. Closing the Achievement Gap: We are dedicated to reducing the gap in achievement between disadvantaged pupils and their peers.
3. Holistic Support: We will provide holistic support to pupils, addressing not only academic needs but also social, emotional, attendance and mental health aspects to ensure their overall well-being.

To achieve these objectives, we will implement the following strategies:

1. Quality Teaching and Learning: We will invest in high-quality teaching practices, personalized learning approaches, and targeted interventions to meet the specific needs of disadvantaged pupils.
2. Enhanced Support: Additional teaching and support staff will be employed to provide small-group or one-to-one interventions for pupils who require extra assistance.
3. Enrichment Activities: We will offer a range of extracurricular and enrichment activities to enhance pupils' experiences and broaden their skill sets.
4. Parental Engagement: We will actively involve parents/carers in their child's education, providing support and guidance to help them support their child's learning at home.
5. Monitoring and Evaluation: Regular tracking and assessment of the impact of interventions will be conducted to ensure their effectiveness and make adjustments as necessary.

We are committed to transparency and accountability in the use of Pupil Premium funding. As such, we will publish an annual report detailing how the funding has been utilized, the impact it has made, and our future plans.

At Kings Heath Primary we are dedicated to ensuring that every pupil, regardless of their background, receives the support they need to thrive academically and personally. The Pupil Premium funding plays a crucial role in our efforts to create an inclusive and supportive learning environment for all.

## Challenges

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

Challenge number	Detail of challenge																																																																								
1	<p>Disadvantaged children typically achieve lower academic outcomes than other children. Additionally, vocabulary acquisition and application has been identified as a barrier to KS2 outcomes in reading for disadvantaged pupils.</p> <p>EYFS Good Level of Development (GLD)</p> <table border="1"> <thead> <tr> <th>EYFS GLD</th> <th>2021-2022</th> <th>2022-2023</th> <th>Difference</th> <th>B'ham data 2023</th> <th>National data 2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>66.2%</td> <td>69.7%</td> <td>+3.5</td> <td>65.5%</td> <td>67.3%</td> </tr> <tr> <td>PP</td> <td>46.2%</td> <td>50%</td> <td>+3.8</td> <td>NP</td> <td>NP</td> </tr> <tr> <td>Non-PP</td> <td>70.3%</td> <td>74.2%</td> <td>+3.9</td> <td>NP</td> <td>NP</td> </tr> </tbody> </table> <p>Year 1 Phonics Year 1 eligible pupils</p> <table border="1"> <thead> <tr> <th>Y1 Phonics</th> <th>2021-2022</th> <th>2022-2023</th> <th>Difference</th> <th>B'ham data 2023</th> <th>National data 2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>80%</td> <td>87.5%</td> <td>+7.5</td> <td>79.1</td> <td>78.9</td> </tr> <tr> <td>PP</td> <td>53.8%</td> <td>68.2%</td> <td>+14.4</td> <td>73.9</td> <td>NP</td> </tr> <tr> <td>Non-PP</td> <td>84.4%</td> <td>93.9%</td> <td>+9.5</td> <td>82.1</td> <td>NP</td> </tr> </tbody> </table> <p>End of KS2 results for attainment:</p> <table border="1"> <thead> <tr> <th>KS2 SATS Combined</th> <th>2021-2022</th> <th>2022-2023</th> <th>Difference school data</th> <th>B'ham data 2023</th> <th>National data 2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>53.1</td> <td>64.2</td> <td>+11.1</td> <td>57.8</td> <td>59.4</td> </tr> <tr> <td>PP</td> <td>16.7</td> <td>47.8</td> <td>+31.1</td> <td>49.5</td> <td>43.9</td> </tr> <tr> <td>Non-PP</td> <td>61.5</td> <td>69.4</td> <td>+7.9</td> <td>65.6</td> <td>66.2</td> </tr> </tbody> </table>	EYFS GLD	2021-2022	2022-2023	Difference	B'ham data 2023	National data 2023	All pupils	66.2%	69.7%	+3.5	65.5%	67.3%	PP	46.2%	50%	+3.8	NP	NP	Non-PP	70.3%	74.2%	+3.9	NP	NP	Y1 Phonics	2021-2022	2022-2023	Difference	B'ham data 2023	National data 2023	All pupils	80%	87.5%	+7.5	79.1	78.9	PP	53.8%	68.2%	+14.4	73.9	NP	Non-PP	84.4%	93.9%	+9.5	82.1	NP	KS2 SATS Combined	2021-2022	2022-2023	Difference school data	B'ham data 2023	National data 2023	All pupils	53.1	64.2	+11.1	57.8	59.4	PP	16.7	47.8	+31.1	49.5	43.9	Non-PP	61.5	69.4	+7.9	65.6	66.2
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3	<p>Attendance trends over the last two years indicate that disadvantaged pupils attend less well than their peers. Due to absence, disadvantaged pupils are missing quality first teaching and planned interventions which impacts their progress and attainment.</p> <table border="1"> <thead> <tr> <th>Absence Rates</th> <th>2021-2022</th> <th>2022-2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>92.66%</td> <td>93.95%</td> <td>+0.84</td> </tr> <tr> <td>PP</td> <td>88.9%</td> <td>90.75%</td> <td>+1.85</td> </tr> <tr> <td>Non-PP</td> <td>93.6%</td> <td>95.15%</td> <td>+1.55</td> </tr> </tbody> </table>	Absence Rates	2021-2022	2022-2023	Difference	All pupils	92.66%	93.95%	+0.84	PP	88.9%	90.75%	+1.85	Non-PP	93.6%	95.15%	+1.55																																																								
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4	School assessments, observations and discussions with pupils and families have identified social and emotional needs for a range of pupils including pupils in receipt of the pupil premium																																																																								

	grant. Some pupils behaviour and behaviours for learning impede their progress at school.
5	Whilst there are a number of enrichment opportunities offered by the school, the uptake from pupils in receipt of the pupil premium grant is low.
6	A significant proportion of the disadvantaged pupils in our school are Looked after Children (LAC) or Post Looked After Children (PLAC) (27% of all disadvantaged pupils). Early life trauma has multiple and challenging effects on emotional, behavioural and academic development.

## 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				
1	Improve outcomes for disadvantaged pupils in ELG, phonics and KS2 tests.	EYFS GLD	2021-2022	2022-2023	Target	
		PP	46.2%	50%	60%	
		Phonics	2021-2022	2022-2023	Target	
		PP	53.8%	68.2%	78%	
		KS2	2021-2022	2022-2023	Target	
		PP	16.7%	47.8%	57.8%	
2	Improve progress and attainment of SEND pupils who are also disadvantaged.	EXE or above	2021-2022	2022-2023	Target	
		SEND/PP	19%	30%	40%	
3	Improve and sustain attendance for disadvantaged pupils	Absence Rates	2021-2022	2022-2023	Target	
		PP	88.9%	90.75%	96%	
4	Improve and sustain emotional resilience and behaviours for learning for disadvantaged pupils.	Behaviour referrals (reflection data)	July 2023 behaviour incidents	Target		
		PP	55	40		
5	Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world. Raise aspirations for disadvantaged pupils.	Uptake of clubs	September 2023	Target		
		PP	18% are PP	30% are PP		
		Uptake of clubs is defined by the number of pupils who attend a club for more than three weeks.				
6	Improve and sustain attendance and outcomes for LAC/PLAC pupils	EXE or above	2022-2023	Target		
		LAC/PLAC (19)	37%	50%		
		EXE or above-				
		Attendance Rates	2022-2023	Target		
		LAC/PLAC (19)	93.6%	96%		

## Activity in this academic year 2023-2024

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: £130,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Professional Development                             <ul style="list-style-type: none"> <li>Targeted and bespoke continuous professional development (CPD)</li> </ul> </li> </ul>	<a href="#">High Quality Teaching EEF</a>	1,2, 6
<ul style="list-style-type: none"> <li>Purchase of walkthrus package to embed effective teaching and learning strategies</li> </ul>	<a href="#">High Quality Teaching EEF</a>	1,2,4, 6
<ul style="list-style-type: none"> <li>Develop learning skills and metacognition strategies through consolidating and embedding ELLI approaches- align this with the revised behaviour policy</li> </ul>	<a href="#">EEF Metacognition Guidance</a>	1,2,3,4
<ul style="list-style-type: none"> <li>Embed phonics approach that is standardised across phases and resourced adequately with a focus on enhancing EYFS/KS1 and fully embedding KS2</li> </ul>	<a href="#">EEF Phonics</a>	1,2,6

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

Budgeted cost: £42047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>To ensure effective and timely deployment of additional adults</li> <li>Provide TAs with appropriate CPD including working alongside peers and coaching</li> </ul>	<a href="#">EEF Making best use of Teaching Assistants</a>	1,2,6
Academic Mentor KS2 targeted support	<a href="#">EEF small group tuition</a>	1,2,6
<ul style="list-style-type: none"> <li>Additional targeted challenges and teaching as a result of information from digital assessment tools</li> </ul>	<a href="#">Using Digital Technology to Improve Learning</a>	1,2,6

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

Budgeted cost: £ 35,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Learning mentor support                             <ul style="list-style-type: none"> <li>Attendance</li> <li>Intervention</li> </ul> </li> </ul>	<a href="#">EEF Attendance Interventions</a> <a href="#">DFE Working Together to Improve School Attendance</a>	1,2,3,4,5,6

<ul style="list-style-type: none"> <li>○ Working with parents</li> </ul>		
<ul style="list-style-type: none"> <li>• Development of the environment to ensure areas to support physical well-being and 'safe spaces'. To include-visual cues in the classroom, self-regulation strategy posters and 'calm down kits'.</li> <li>• Counselling for identified pupils from external agencies and trained staff within school</li> <li>• 'Healthy schools' review for lunchtime experience and behaviour</li> </ul>	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>  <a href="#">EEF Behaviour interventions</a>	1,2,3,4,5,6
<ul style="list-style-type: none"> <li>• Continue to provide all pupils (Inc. PP) with a wide range of experiences</li> </ul>	<a href="#">EEF Outdoor Learning</a>  <a href="#">EEF Arts Participation</a>  <a href="#">EEF Physical Activity</a>	1,2,3,4,5,6
<ul style="list-style-type: none"> <li>• Contingency fund for acute issues.</li> </ul>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 207,929**

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 2021 to 2022, 2022-2023 academic years.

### **Aim: Reducing the achievement gap at end of KS2.**

Published data for 2022-2023 indicates that the performance of disadvantaged pupils has improved from previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to the increased focus on disadvantaged pupils and adaptive teaching.

#### **End of KS2 results for attainment:**

KS2 SATS Combined	2021-2022	2022-2023	Difference school data	B'ham data 2023	National data 2023
All pupils	53.1	64.2	+11.1	57.8	59.4
PP	16.7	47.8	+31.1	49.5	43.9
Non-PP	61.5	69.4	+7.9	65.6	66.2

### **Aim: Address achievement gap in Early Reading and Phonics.**

#### **EYFS Good Level of Development (GLD)**

EYFS GLD	2021-2022	2022-2023	Difference	B'ham data 2023	National data 2023
All pupils	66.2%	69.7%	+3.5	65.5%	67.3%
PP	46.2%	50%	+3.8	NP	NP
Non-PP	70.3%	74.2%	+3.9	NP	NP

#### **Year 1 eligible pupils**

Y1 Phonics	2021-2022	2022-2023	Difference	B'ham data 2023	National data 2023
All pupils	80%	87.5%	+7.5	79.1	78.9
PP	53.8%	68.2%	+14.4	73.9	NP
Non-PP	84.4%	93.9%	+9.5	82.1	NP

#### Eligible pupils at end of Key Stage 1

Y2 Phonics	2021-2022	2022-2023	Difference	B'ham data 2023	National data 2023
All pupils	87.8	92	+4.2	87.7	88.6
PP	77.3	87.5	+10.2	84.6	NP
Non-PP	91.2	93.1	+1.9	89.7	NP

**Aim: Pupil's attendance is in line with national figures. PA is below national figures and pupils attend school on time.**

Further COVID outbreaks in the academic year 2022-2023 have impacted on all pupil attendance including disadvantaged pupils.

Overall attendance in 2022/23 was higher than the preceding years at 93.95%, it was also higher than the national average. Gaps between disadvantaged pupils and their peers remain but have diminished.

Absence Rates	2021-2022	2022-2023	Difference
All pupils	92.66%	93.95%	+0.84
PP	88.9%	90.75%	+1.85
Non-PP	93.6%	95.15%	+1.55

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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
Talk for Writing	St Matthews/Talk for writing training
Little Wandle	Little Wandle Letters and Sounds
Walkthrus	Tom Sherrington
NCETM Mastery Mathematics	NCETM