

# Kiwi Primary School



## Pupil Premium Strategy Reporting to Parents

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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   | Kiwi Primary School                          |
| Number of pupils in school  | 348  |
| Proportion (%) of pupil premium eligible pupils   | 26- 7.5%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024 to 2025/2026                       |
| Date this statement was published   | September 2023                               |
| Date on which it will be reviewed   | September 2024                               |
| Statement authorised by   | Laura Eatherington, Headteacher              |
| Pupil premium lead  | Nicola Wright                                |
| Governor / Trustee lead   | Angela Baylis, lead for disadvantaged pupils |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £38400 |
| Recovery premium funding allocation this academic year (including school led tutoring)  | £0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £38400 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS and in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Communication and Language than their peers. This negatively impacts their development.   |
| 3                | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.  |
| 4                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support have markedly increased during and since the pandemic. 40 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group or 1:1 interventions. |
| 5                | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 10% lower than for non-disadvantaged pupils.   |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils.                  | KS1 & KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.  |

|  |   |
|--|---|
| Improved maths attainment for disadvantaged pupils at the end of KS1.  | KS1 & KS2 maths outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, SEMH assessments, monitoring activities and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the percentage of all pupils who are persistently absent being below 2%</li> <li>• The attendance of disadvantaged pupils to be in line with that of non-disadvantaged pupils and to meet national expectation</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

Budgeted cost: **£13000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments.   | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 2, 3,                      |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  | 1                             |

|   |   |          |
|---|---|----------|
| <p>We will purchase resources and fund ongoing teacher training and release time.</p>   | <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |          |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>   | <p>3</p> |
| <p>Improve the quality of social and emotional (SEL) learning, including access to Art Therapy and Time to Talk counselling.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | <p>4</p> |

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

Budgeted cost: £ 17000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.       | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>              | 2                             |
| Additional reading comprehension sessions targeted at disadvantaged pupils who require further support. | Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 2                             |
| Provide intervention for pupils whose education has been most impacted by the pandemic.                 | Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 3                             |

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

Budgeted cost: £8400

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole staff training on a trauma informed approach to behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | 4                             |

|                                    |   |     |
|------------------------------------|---|-----|
|                                    |   |     |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours with high levels of mobility, 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 |

## 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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was generally in line with that with non-disadvantaged pupils the vast majority of disadvantaged learners made good progress from their starting points in reading, writing and maths. Of the 26 FSM pupils who were assessed at the end of the academic year, 16/26 (61%) made at least expected progress in Reading, 15/26 (57%) in writing and 16/26 (61%) in maths.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.