

Pupil Premium Strategy Statement 2024/25

King's Hill Primary School is a well-established and highly successful primary school, serving a rich and diverse community. The school is inclusive of all faiths, religions and ethnicity. The indication of deprivation is above the national average. We are aware of the many external barriers our pupil premium learners face: Low aspirations/expectations, speech/communication, attendance, difficult home environments to support learning at home and exposure to negative life experiences and mobility. The school is committed to ensuring that all pupils reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

This statement details King's Hill Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the following years - 24/25, 25/26, 26/27. It outlines our pupil premium strategy, how we intend to spend the funding in the academic year 2024/2025 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King's Hill Primary School
Total number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 , 2025/2026, 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	M. Fox (Chair of Govs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,040
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£ 233,040
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

- At King’s Hill Primary School we have high aspirations for all our pupils and believe that all learners should be able to reach their full potential by developing the necessary skills and values required to succeed
- We aim to ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils and the gaps in reading, writing and maths continue to be narrowed
- We will provide our pupils access to a variety of exciting opportunities and a rich and varied curriculum
- We will ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision is made to meet their needs. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged
- We track the impact of interventions as part of our regular pupil progress meetings and ensure support is deployed accordingly

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills of the majority of children are significantly low when they join EYFS (Nursery and new to Reception) - vocabulary/speech/phonics knowledge are all areas that need to be developed
2	Some families have difficulty maintaining consistent good attendance/punctuality
3	Disadvantaged pupils across the school still have gaps in their knowledge and skills in reading, writing and maths when compared to their peers – other factors such as SEND/EAL can add to the challenges
4	Breadth and lack of knowledge, limited life experiences compared to their peers evident with many disadvantaged pupils

5	Pupil's social and emotional needs affect academic progress/success – family circumstances often impacting directly
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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
<p>High quality provision is accessed by all pupils: Disadvantaged pupils will achieve standards in line with their peers. Disadvantaged pupils achieve well by the time they leave KS2, when compared to national outcomes</p>	<p>Consistent approaches to teaching early reading/phonics skills will secure foundations for reading across EYFS and KS1</p> <p>Teaching/learning will target and provide bespoke support for disadvantaged individuals/groups not on track and ensure strategies used are highly effective</p> <p>Access to wider range of online and actual reading materials aligned to the new Little Wandle scheme introduced this year, will better support the development of reading skills</p> <p>Pupil Premium pupils should achieve phonics outcomes broadly in line with their non-disadvantaged peers</p>
<p>Provide appropriate support and intervention to improve attendance/punctuality of PP pupils</p>	<p>Close monitoring procedures in place to ensure all pupils' attendance rates are in line with expectations</p> <p>Incentives/rewards and a range of strategies will be used to further encourage families/pupils to have good attendance</p> <p>Whole school approaches will provide the additional support/assistance required for identified pupils</p> <p>Earlier intervention for particular families will address matters that lead to improvements taking place more quickly</p>

<p>Attainment gaps between PP pupils and others across the school and nationally will continue to narrow</p>	<p>Use of carefully structured interventions including pre-teaching and post-teaching strategies will aid the closure of gaps in learning being addressed effectively</p> <p>Knowledge developed and acquired by pupils through interventions can be used by them to support their learning in class</p> <p>Gaps in attainment/knowledge (reading, writing and maths) will be narrowed when compared to their non-disadvantaged peers</p> <p>Focused support for small groups/individuals will address gaps evident in writing in KS2</p> <p>Transition arrangements for PP pupils - gaps in knowledge and understanding will be defined clearly so that pupils continue to secure success, longer term</p>
<p>Increased opportunities to develop and broaden knowledge, skills and learning beyond the main curriculum offer</p>	<p>Ensure equitable access for disadvantaged pupils in relation to the wider curriculum/cultural capital opportunities which form a key part of the school's trips/visits/experiences programme</p> <p>Pupil premium pupils will be encouraged to access enrichment/after-school clubs, with additional support if required</p> <p>The wider curriculum offer will ensure that PP pupils have opportunities to engage in activities that particularly interest them and develop their talents</p>
<p>Address the pastoral/social/emotional needs of pupils effectively</p>	<p>Staff will identify pupils who require support and implement appropriate strategies within the classroom</p> <p>Pupils may access Emotional Literacy support through our external provider in addition to being in receipt of internal support</p> <p>Pupils will work towards gaining in confidence and feeling secure in their day to day interactions with others in school</p> <p>Pupils' resilience and stamina will strengthen to enable them to tackle challenges in a positive way</p>

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: £27,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide quality CPD/Training:</p> <p>Speech/language</p> <p>Precision teaching</p> <p>Phonics</p> <p>Early Reading</p> <p>Enhanced opportunities for language development – role play</p>	<p>Language and Communication skills of many children in EYFS are not strong when they join.</p> <p>Many children join Reception from different settings, working below their age band and lack the breadth of vocabulary to reflect their experiences on entry to Reception.</p> <p>High numbers of disadvantaged pupils access SALT and require small group support or 1:1 support from the school speech and language therapist.</p>	<p>1</p>
<p>Enhance resources and expose pupils to a wider range of genres</p> <p>Identify and target gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve the EXS in writing</p> <p>Introduction of the use of VIPERS programme to support comprehension skills</p> <p>CPD/Training: Toolkit - moderation Stronger emphasis on narrative to develop vocabulary/spelling</p>	<p>Analysis of children’s writing has shown that gaps in range of vocabulary and spelling for PP children across the school prevents them from attaining the EXS+ in writing.</p> <p>EEF- ‘Teacher Feedback to Improve Learning’.</p> <p>We also know feedback has a very high impact on outcomes for a very low cost based on extensive evidence.</p> <p>CLPE resource hub- ‘high quality teaching resources to improve the teaching and learning of language, vocabulary, reading and writing’</p> <p>We know that good quality teaching is the most important way schools improve outcomes for disadvantaged pupil’ and the EEF recognise that CPD impacts on whole class teaching which should not be seen as separate to the PP grant.</p>	<p>3</p>

<p>Educational Psychologist Sessions Precision teaching</p> <p>Phonics/Early reading</p> <p>Power of Reading training</p>	<p>Additional sessions purchased</p> <p>High quality CPD - The Power of Reading, to address the development of reading and writing. Phase leads to monitor/evaluate, the progression of reading, writing, spelling, punctuation and grammar skills consistently. Revise and review within the context of writing.</p> <p>Focused support – Reading prioritised in order to embed the school expectations of pupils to develop a love of reading and ensure they become fluent readers by the time the move into KS2. Emphasis on phonics and early reading skills a key priority.</p>	<p>3, 4, 5</p>
<p>Number sense training</p>	<p>CPD/Training – Key staff identify appropriate strategies to develop basic number skills. In the main suitable for KS1 pupils but also for pupils in Year 3. The programme aims to secure pupils’ concept of early number skills. This will take place alongside the mastery approach. Approach to mastery maths to incorporate the white rose maths elements into daily teaching/learning. Additional Times Tables support.</p>	<p>3, 4, 5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £184,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1) NELI 2) Observation/ Assessment 3) Modelling language/ Sentences 4) Small group work 	<p>‘The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.’ Nuffield Early Language Intervention. The EEF have a project open for this intervention currently.</p>	<p>1</p>

	Oral Language Interventions: Impact = +5 months	
Phonics small group support	Phonics: Impact = +4 months Small Group Tuition: Impact = +4 months	1
Reading interventions	Reading Comprehension Strategies: Impact = +6 months	1, 3
HLTA/Level 3 support	<p>TA interventions have, 'moderate impact for moderate costs (impact +4 months' EEF.</p> <p>Data from last academic year shows the interventions have had a good impact on outcomes for disadvantaged pupils (EEF Reading Comprehension Strategies have 'very high impact for very low cost based on extensive evidence'.)</p> <p>Metacognition and self-regulation approaches are to be used to help pupils think about their own learning more explicitly, by providing them with specific strategies for planning, monitoring and evaluating their own learning. These support strategies are developed more extensively as pupils go through the school.</p> <p>Metacognition and Self-Regulation: Impact = +8 months</p> <p>Collaborative Learning: Impact = +5 months</p> <p>Reading Comprehension Strategies: Impact = +6 months</p>	4, 5
1:1 and small group work (class based)	One-to-One Tuition: Impact = +5 months	3

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

Budgeted cost: £21,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced range of enrichment activities/ approaches to support social/emotional development and Use of highly visual/ creative approaches	Collaborative Learning: Impact = +5 months Source: Education Endowment Foundation – Evidence summaries	4, 5
Identify opportunities for outdoor learning across school - Orienteering Increased access to outdoor spaces for teaching and learning Build academic resilience approach into lessons Rewards/awards	Outdoor Learning: Impact = +4 months Source: Education Endowment Foundation – Evidence summaries	4, 5
Safeguarding Lead, Attendance Officer and EWO – support and intervention to address needs of families	Strategies to further strengthen school procedures which are in place and target families/offer of Early Help if needed – Earlier intervention leads to more positive outcomes	2

Total budgeted cost: £233,040

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2024 Foundation Stage Profile Summary

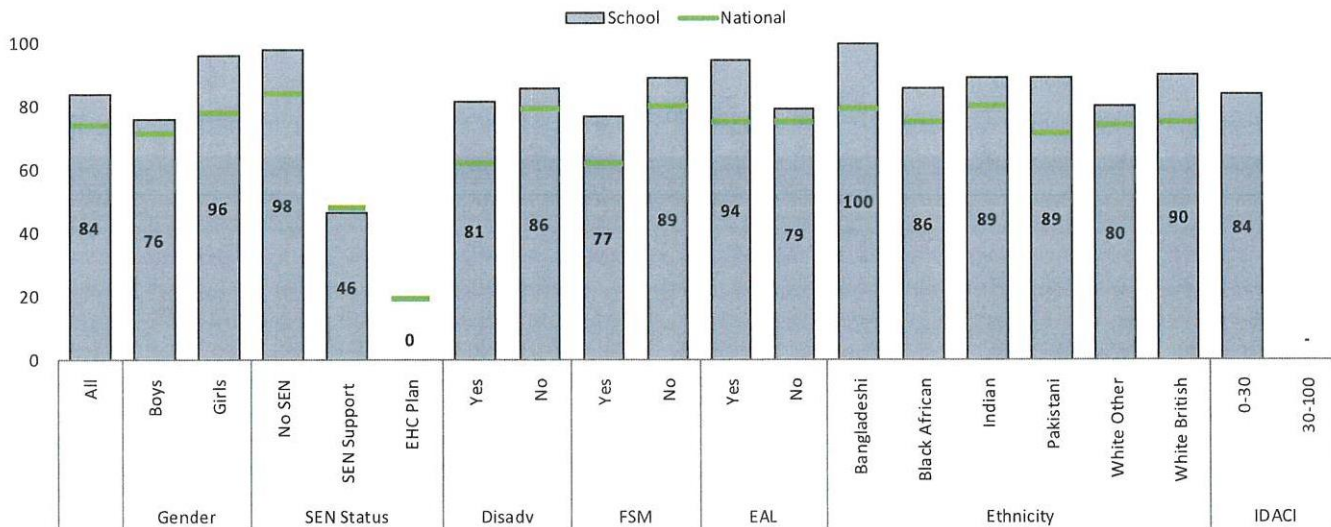
Contextual Grouping		No. Pupils	% Good Level of Development
All	All	59	73
Gender	Boys	32	69
	Girls	27	78
SEND	No SEND	48	83
	SEND Support	8	38
	EHCP	3	0
Disadvantaged	Yes	8	75
	No	51	73
FSM	Yes	11	73
	No	48	73
EAL	Yes	21	62
	No	38	79

2024 Phonics Summary

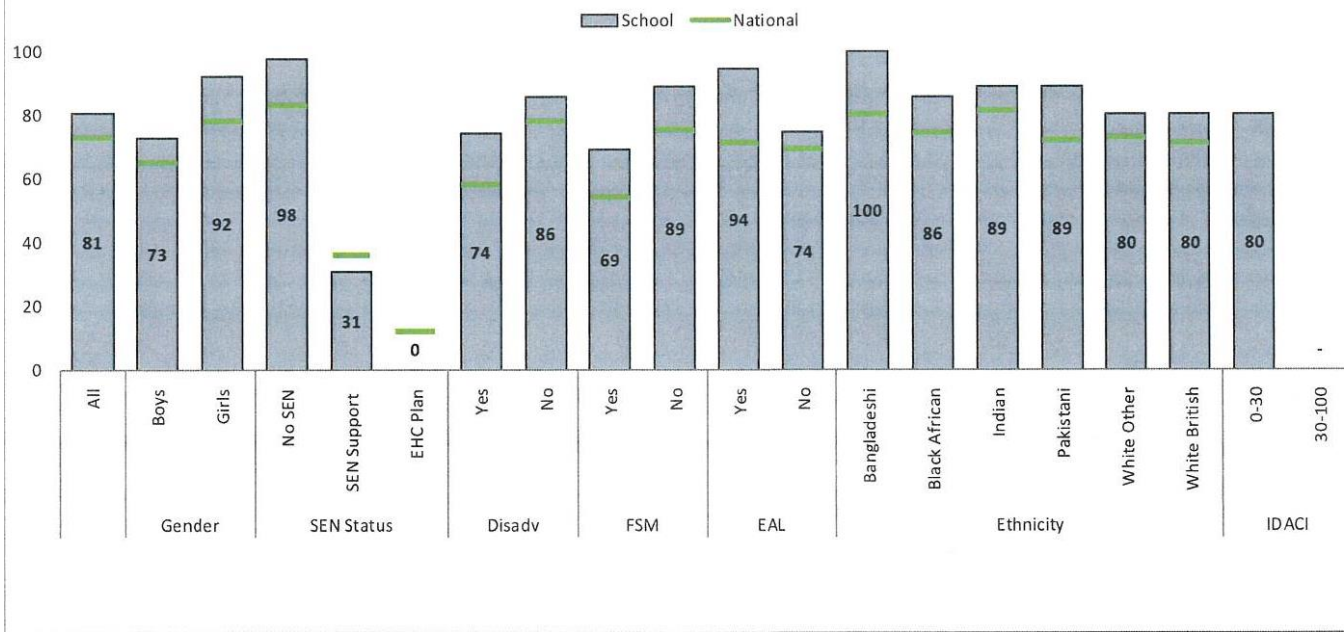
Contextual Grouping		YEAR 1		YEAR 2 (re-sits)	
		No. Pupils	% Working At	No. Pupils	% Working At
All	All	58	86	14	71
Gender	Boys	26	77	8	75
	Girls	32	94	6	67
SEND	No SEND	47	94	11	82
	SEND Support	8	50	2	50
	EHCP	3	67	1	0
Disadvantaged	Yes	13	62	6	83
	No	45	93	8	63
FSM	Yes	14	64	6	83
	No	44	93	8	63
EAL	Yes	24	96	5	80
	No	34	79	9	67

2024 Key Stage 2 Summary

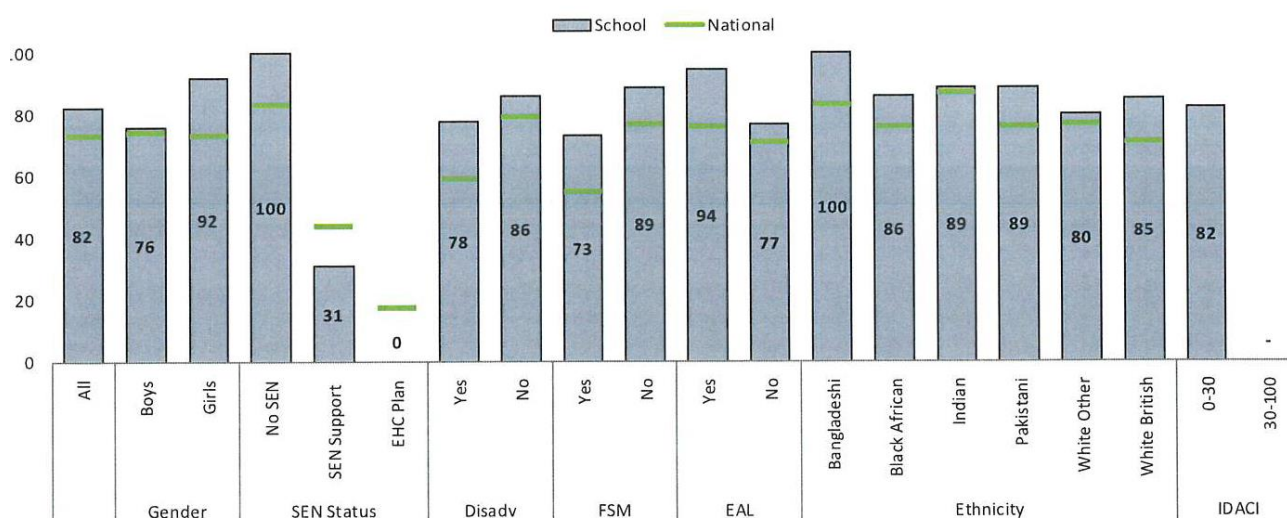
% Pupils achieving the expected standard or above in KS2 Reading 2024 - by Group



% Pupils achieving the expected standard or above in KS2 Writing 2024 - by Group



% Pupils achieving the expected standard or above in KS2 Maths 2024 - by Group



- Pupil Premium pupils at King’s Hill performed above national in all areas
- Gap between PP and non-PP, in school shows variance in outcomes for writing
- KS2 Progress Scores – Due to pupils not undertaking KS1 SATs, progress scores are at 0

King’s Hill Primary School – 2023/2024

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	90.1%	90.9%	90.8%	90%	86.5%	92.3%	92%
Non Pupil Premium	89.1%	91.2%	94.1%	95.2%	92.4%	95.1%	94.1%

We monitor attendance closely and in cases where attendance is an issue, procedures are fully in place to address concerns. In lower KS2 the gap between PP and non PP was in excess of 5% due to higher numbers of PP pupils with SEND.

Persistent Absence (PA) in relation to our PP pupils is an aspect that we continually work hard to improve – overall this reduced in 2023/24 from the previous year.

Externally provided programmes:

King’s Hill has used programmes endorsed by the DFE research organisations for example, the Education Endowment Foundation.

