

## Pupil premium strategy statement

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	King's Academy Northern Parade Junior School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	<u>2021 - 2022</u> 34% (158 chn) <u>2022 - 2023</u> 38% (173 chn)
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	December 2021 November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Emily Kingdon & Kathryn Wilden
Pupil premium lead	Emily Norton
Governor / Trustee lead	Kevin Chevis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<u>2021 - 2022</u> £201,078 <u>2022 - 2023</u> £218,830
Recovery premium funding allocation this academic year	<u>2021 - 2022</u> £22,156 <u>2022 - 2023</u> £23,440
Service pupil premium allocation this academic	<u>2021 - 2022</u> £15,500

	<u>2022 - 2023</u> £20,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<u>2021 - 2022</u> £241,534 <u>2022 - 2023</u> £262,910

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

*Intent:*

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- To improve the profile and engagement of Reading, Oracy and Vocabulary in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.
- Support and advice for families to ensure all Pupil Premium and Service Pupil Premium children achieve and attend school regularly

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils through robust formative assessment.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.
- Rigorously challenging persistent absence and pursuing proactive strategies to positively engage families.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention and flexible grouping to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths. Undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs (Pastoral TA)
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Work closely with parents to help support with parental engagement through our homework and reading programmes.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement including through parental deployment
2	Poor oracy and vocabulary
3	Issues with SEMH
4	Poor attendance and persistent absences of some of our disadvantaged children
5	Narrowing the attainment gap across reading, writing and maths

## 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
Raise Pupil Premium attendance and punctuality – decrease persistent absence.	Attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.
All children receive good or better quality of teaching which contributes to improved pupil progress and outcomes, this includes children with an additional need.	Teaching across the school is graded as good or better by SLT Milestone data reflects improved pupil outcomes KS2 outcomes reflect improved pupil outcomes.

Parents are fully engaged in their child's education	Attend Parent Meetings Read with their child at home and complete their reading Record Homework completed each week Good attendance and punctuality for the child Attendance at school workshops and information meetings Attendance at Curriculum Showcase events
Articulate, confident speakers who have a good vocabulary. Pupils achieve ARE in Reading and Writing.	Reduced gap in attainment between PP and other pupils. High-level vocabulary evident in written work across the curriculum. Frequent opportunities for public speaking e.g. assemblies/ debate / community events. Pupils can access challenging texts in a wide range of genres across the curriculum
Pupils' emotional literacy enables them to access the full curriculum and engage well with their learning, showing resilience when faced with challenges.	SEMH is highly valued across the whole school community. Time is given to help develop children's SEMH. Children's attendance is good and they enjoy their lessons. Children take pride in their learning and their presentation across the curriculum is of a high standard.
Increased participation for PP children. Good participation in trips and residential visits.	A variety of clubs are on offer. Engagement in clubs is monitored, with a focus on PP and SPP. Reduced cost for PP children. Early identification of talent and sign-posting to other clubs.

### 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: £ 76,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> <li>● <b>CPD - Quality of teaching for all</b></li> </ul> <p>Quality of teaching and learning needs to remain at least consistently good or better. Quality first teaching can improve pupil outcomes for all children. A large proportion of our disadvantaged are also SEND and so it is vital that staff have an understanding of the basic principles of teaching and learning that are applied across all subjects, including feedback. Some of our teaching staff need further CPD in core areas.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Professional development can be used to develop a mental model of metacognition and self regulation, alongside an understanding of teaching metacognitive strategies (EEF Toolkit)</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF Toolkit)</p>	5
<ul style="list-style-type: none"> <li>● <b>Deployment of additional adults</b></li> </ul> <p>LSAs are not attached to one singular class – able to provide target interventions for our children either both academically or for emotional support</p>	<p>The evidence suggests that significant effects take place when class sizes are reduced to 20 or below. By allowing staff to begin to flexibly group within teaching sessions allows teachers additional opportunities to provide feedback on pupils and provide high quality interactions between pupils and teachers. (EEF Toolkit)</p> <p>EEF (+4) - Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistants offered CPD to support targeted interventions across the school.</p> <p>High quality small group interventions Specialists lead CPD sessions with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p><i>EEF – oral language interventions consistently show a positive impact on learning.</i></p> <p><i>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment</i></p>	2,3,4,5

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

Budgeted cost: £ 39,661.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><b>Pompey Pirates programme run by the Literacy Hub</b></li> </ul> <p>A year long literacy programme for Year 4 pupils.</p>	<p>This is to support oracy, vocabulary and literacy skills.</p> <p>Reducing the class size has a positive impact of +2 months, on average. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils of minimising disruption (EEF Toolkit)</p>	2,3,,4,5
<ul style="list-style-type: none"> <li><b>Maths interventions LKS2</b></li> </ul> <ol style="list-style-type: none"> <li><b>1stClass@Number</b></li> <li><b>Mastering number</b></li> </ol>	<p>Small group tuition has an average impact of four months additional progress over the course of a year. (EEF Toolkit)</p>	5
<ul style="list-style-type: none"> <li><b>Phonics intervention KS2</b></li> </ul> <p>Staff CPD on Essential Letters &amp; Sounds programme and resources (£8706)</p>	<p>Phonics intervention- Low cost, high impact. Phonics has a positive impact over all (+5 months). It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Teaching phonics is more effective on average compared to other approaches to early reading. (EEF Toolkit) (Essentials of evidence-based academic interventions- 2016)</p>	2,5
<ul style="list-style-type: none"> <li><b>Increased 1:1 reading for target pupils</b></li> </ul>	<p>Reading comprehension strategies- Low cost, high impact.</p> <p>The average impact of reading comprehension strategies is an additional 6 months progress over the course of a year. This should provide an effective, but not overwhelming, challenge. These should be combined with collaborative learning techniques and Phonics activities to develop reading skills. Approaches involving digital technology can be successful in improving reading comprehension. (EEF Toolkit)</p>	2, 3,5
<ul style="list-style-type: none"> <li><b>Full subscription to school library</b></li> </ul>		1,2, 3,5

<b>service including online resources</b>		
<p><b>Purchase current online platforms to engage and enthuse learners at all levels:</b>  TT Rockstars  MyMaths  Oxford Reading Buddies</p>	<p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:  General approaches which encourage parents to support their children with reading or homework.  The involvement of parents in their children’s learning activities (eg parents evening)  More intensive programmes for families that need it.  <i>EEF toolkit – parental engagement</i>    <i>EEF guide to pupil premium – targeted academic support</i>    <i>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</i></p>	1,2,3

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

Budgeted cost: £50,822.04

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Education Welfare Officer (EWO) employed to help support with attendance.</b>  (£5,770 cost shared as Part time with KANP)  Education Welfare Officer/SLT will pick up the child from home if required.  Education Welfare Officer works closely with attendance officer, pupils below 96% are identified and protocols followed.  Pupil Premium attendance is tracked on a weekly basis.  EWO to work with PP Lead and SENCO to contact families that may need extra support.</p>	<p>Current persistent absence for PP children is 61%, we aim to reduce this in line with non PP children which is currently 18.2%.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer.</p> <p><i>EEF toolkit– Parental engagement</i></p>	1,4,7
<p>Parental workshop focussed on reading with an entertaining hook e.g.</p>	<p>Parental engagement- Low cost, high impact.</p>	1,4,



games night, EYFS reading night	Parental engagement has a positive impact of an average of 4 months additional progress.	
<p><b>ELSA</b> ELSA training costs and resources</p> <p>A number of our children who are eligible for pupil premium funding also require additional emotional support to help them access learning. ELSA is used throughout the school for self-esteem, anger management, social skills, friendship and emotional regulation. This support is primarily given by our dedicated Dragon's Den team. Each child is provided with a specialised programme to meet their individual needs.</p>	EEF (+4) - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	1,2,3,4,5
<p><b>CPD - PACE training and multi-agency behaviour support</b></p> <p>Training for teaching staff around de-escalation strategies</p> <p>External MAB support</p>	EEF (+4) - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	4
<p><b>CPD - Play leader training</b></p> <p>Training around structured play for lunch staff</p>		4,5
<p><b>Extra curricular enrichment</b></p> <p>Offer a wide variety of clubs throughout the school day</p>	<p>Enrichment inspires children</p> <p><i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i></p> <p><i>EEF – sports participation increases educational engagement and attainment.</i></p> <p><i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i></p>	4,5,
<p><b>Extra curricular enrichment</b></p> <p>Cultural capital experiences promoted in the curriculum.</p>	Learning is contextualised in concrete experiences and language rich environments.	1,2,4,5,

	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data</p> <p><i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i></p> <p><i>EEF – sports participation increases educational engagement and attainment.</i></p> <p><i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i></p>	
<p><b>Residential and school trip contributions</b></p> <p>To ensure all children have access to enhanced life experiences, all disadvantaged children will have the opportunity to access subsidised (or free when needed) school trips and residential.</p>	<p><i>EEF - There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i></p>	5
<p><b>School uniform</b></p> <p>KANP aims to provide a free jumper or cardigan to all disadvantaged children each year to ensure they are in correct attire to help with the children's well-being whilst supporting our families.</p>	<p><i>EEF - There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. dis</i></p>	1,5

**Total budgeted cost: £166,883.84**

## 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.

#### Academic Year 2021 - 2022

This year we have introduced many new initiatives to support our most vulnerable and the wider community of King's Academy Northern Parade. Many of these initiatives are in the early stages of being embedded but we are starting to see an impact as outlined below.

The outcomes for the academic year 2021-2022 showed that, in all groups, increased progress has been made in Reading and Spag (GPaS) since 2018-2019 SATs. Both reading and spag (GPaS) have increased by 14%. This is due to the whole school Academy Improvement Plan focus on reading, supplemented by a focus on teacher training in reading. Maths progress has dipped by 3% and writing significantly by 38% (2018/19) and 34% since 2021.

Writing is now a whole academy improvement target with a focus on effective learning journeys based on high quality texts with increased opportunities to teach and embed contextualised grammar and writing at length. We have been engaging with English Advisors from Hampshire English team and additional moderation support from Portsmouth City Council to support with this.

Actual	2021-22				
Indicator	All	PP	SEND	G	B
Reading EXS+	70	55	28	74	68
Writing EXS+	42	24	10	55	32
Maths EXS+	67	55	28	70	68
SPaG EXS+	69	53	22	75	56
RWM Comb EXS+	37	39	10	34	50

#### Attendance

This continues to be work in progress as we continued to be affected by Covid absence during the early part of this academic year. With the formation of an attendance team including Attendance Officer, Safeguarding Lead and EWO, new attendance monitoring systems are now fully in place with the initial impact being seen with our pupil premium families. This continued new approach and monitoring system shows early signs of success with persistent absence decreasing and attendance of PP pupils increasing to 92.2% broadly in line with the national picture.

During the last academic year funding was spent in the following areas;

To provide wellbeing support for all pupils, and targeted interventions where required. This has involved increasing the capacity of our pastoral team with the recruitment of a new, experienced SENDco and 2 pastoral teaching assistants. As a result more pupils, particularly

our disadvantaged pupils are able to access targeted support. This impact on their emotional wellbeing is showing positive trends in their academic successes and attendance and punctuality.

29 Y4 pupils were given the opportunity to participate in the Third Space Learning Maths tutor programme. As a result the 29 pupils targeted have become more secure in 758 maths learning objective steps collectively including consolidation of Y2 and Y3 curriculum. 69% of pupils report that they enjoy the sessions and 80% of pupils find the sessions useful. Due to lessening engagement and technical issues we will not be continuing with the programme in 2022-2023. We will use in-school experts and interventions.

30 Y5 pupils were given the opportunity to participate in a year long literacy project with The Literacy Hub. Prior to beginning the programme, 43% of the pupils were substantially below their expected levels for writing, and by Summer term that had reduced to just 7%. Y5 teaching staff identified significant improvements in vocabulary acquisition in pupils attending the programme. In addition to writing progress, the pupils also made significant gains in reading with 75% of the group making 16-21 months progress in their reading ages. Due to the success of this we have rolled out this programme to our 2022-2023 Y4 cohort.

Year 6 pupils were provided with revision learning guides and booklets to support home learning in the lead up to SATs.

Staffing to maintain high standards of teaching and learning during significant staff absence.

### 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*

<b>Programme</b>	<b>Provider</b>
Times table Rockstars subscription	TT Rockstars
Reading buddies	Oxford Reading Buddy
MyMaths subscription	MyMaths
Essential Letters and Sounds	ELS