

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	463
Proportion (%) of pupil premium eligible pupils	34% (158 chn) 11% Service (50 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Warren Beadell
Pupil premium lead	Yvonne Amor & Emily Norton
Governor / Trustee lead	Kevin Chevis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,078
Recovery premium funding allocation this academic year	£2.800 carried over from catch up funding £22,156 Total = £24,956
Service pupil premium allocation this academic	£15,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£241,534

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	Limited participation in extra- curricular activities
5	The COVID-19 pandemic has prevented a number of children from attending school for the majority of spring and summer term 2020. There was then an additional lockdown in Spring 2021. A number of children returning to school have been greatly impacted by the pandemic in terms of their mental health and their stamina for learning
6	Poor attendance and persistent absences of some of our disadvantaged children does affect their progress and attitudes towards learning. Current persistent absence for PP children is 56.16%, we aim to reduce this in line with non PP children which is currently 15.3%
7	Progress and attainment across the school is lower for those eligible for pupil premium, including the number of those working at greater depth.
8	Turbulence is caused by multiple school moves and can affect some children including some of our service families.

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
PP lead/Deputies given half a day a week to track	Percentage of Service Pupil Premium children achieving expected outcomes and at greater depth across the curriculum increases.
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.
External links strengthened within the wider community to further support service families e.g. NFF (Naval Families Federation),	Service children and families are supported and have the opportunity to talk about any issues and concerns they have.

Pompey's Military Kids (PMK) Joining Forces for families and Aggies.	Opportunity to mix with other children in a similar situation.
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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
<ul style="list-style-type: none"> CPD - Quality of teaching for all (£9,400) <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>	6,8
<ul style="list-style-type: none"> Deployment of additional adults (£45,000) <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>	2,3,4,8,9

	<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.</p> <p>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>	
<ul style="list-style-type: none"> ● HLTAs (£22,000) <p>2 HLTAs will be based in the mornings in year 4 and 6 focussing on specific gaps for our disadvantaged children through pre and post teaching.</p>	<p>EEF (+4) - Small group tuition has an average impact of four months additional progress over the course of a year. EEF (+2) – 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</p>	2,3,6,8

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"> ● Third Space Maths Tutor 1-2-1 tutor programme (£7,128) <p>12 week programme for Year 4 pupils £2,376 per term</p>	<p>Small group tuition has an average impact of four months additional progress over the course of a year. (EEF Toolkit)</p>	6,8
<ul style="list-style-type: none"> ● Pompey Pirates programme run by the Literacy Hub (£15,300) 	<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</p>	2,3,6,8

A year long literacy programme for Year 5 pupils.	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)	
<ul style="list-style-type: none"> ● Maths interventions LKS2 (£1590) 1. 1stClass@Number 2. Mastering number 	Small group tuition has an average impact of four months additional progress over the course of a year. (EEF Toolkit)	6,8,9
<ul style="list-style-type: none"> ● Phonics intervention KS2 Staff CPD on Essential Letters & Sounds programme and resources (£8706) 	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. Teaching phonics is more effective on average compared to other approaches to early reading. (EEF Toolkit) (Essentials of evidence-based academic interventions-2016)	2,8
<ul style="list-style-type: none"> ● Increased 1:1 reading for target pupils (£500) 	Reading comprehension strategies- Low cost, high impact. 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)	2, 3,6,8
<ul style="list-style-type: none"> ● Full subscription to school library service including online resources (£5,437.80) 		2, 3,6,8
Purchase current online platforms to engage and enthuse learners at all levels: (£ 1,000) TT Rockstars MyMaths Oxford Reading Buddies	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>	1,2,3

	<p><i>EEF guide to pupil premium – targeted academic support</i></p> <p><i>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,822.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer (EWO) employed to help support with attendance. (£5,770 cost shared as Part time with KANP)</p> <p>Education Welfare Officer/SLT will pick up the child from home if required.</p> <p>Education Welfare Officer works closely with attendance officer, pupils below 96% are identified and protocols followed.</p> <p>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 56.16%, we aim to reduce this in line with non PP children which is currently 15.3%.</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>Recruitment of a pastoral TA (£6,450)</p> <p>To enable capacity of pastoral team to increase</p>	<p>Dedicated person in the role, who builds a relationship where the children and provides them the support they require, leads to improved relationships with disadvantaged pupils</p>	1,4,7
<p>Parental workshop focussed on reading with an entertaining hook e.g. games night, EYFS reading night (£500)</p>	<p>Parental engagement- Low cost, high impact.</p> <p>Parental engagement has a positive impact of an average of 4 months additional progress.</p>	1,4,7,8
<p>Parents contacted regularly (£959.04)</p>	<p>Class Dojo, Marvellous Me</p>	1,4,7
<p>ELSA (£11,963) ELSA training costs and resources</p>	<p>EEF (+4) - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in</p>	1,2,3,4,7

<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>	<p>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.</p>	
<p>CPD - PACE training and multi-agency behaviour support (£2,150) Training for teaching staff around de-escalation strategies External MAB support</p>	<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.</p>	4
<p>CPD - Play leader training (£3850) Training around structured play for lunch staff</p>		4,5
<p>Extra curricular enrichment (£5180) Offer a wide variety of clubs throughout the school day</p>	<p>Enrichment inspires children <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>	4,5,7
<p>Extra curricular enrichment Cultural capital experiences promoted in the curriculum. (£5000)</p>	<p>Learning is contextualised in concrete experiences and language rich environments. 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>	4,5,6

	<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>Residential and school trip contributions (£6000)</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>School uniform (£3000)</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>	7

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.

Teaching and learning

HLTAs / Additional teachers

Due to the school closure in Spring 2021, class sizes were smaller and so a range of staff were able to support disadvantaged children in smaller groups whilst still maintaining bubble integrity. During wider reopening, additional non-class based teachers were able to target small groups of disadvantaged pupils through flexible groupings, booster groups and pre and post teaching.

Implementation of online platforms to create supportive learning links between home and school

Implementation across the school of these online platforms was achieved. -Children are engaged more in accessing online learning than with previous methods, with increased participation in home learning. Whilst pupils find these platforms 'fun' and interactive – they also provide consistency and support parents in supporting learning, especially where parental support or resources are limited at home. -CTs have been able to set more bespoke/ differentiated home learning based on up to date / teacher assessment. E.g. TTRS/ RBs set to level, MyMaths can set specific tutorials and questions according to learning need to support pupil and parent understanding. -In school support for home learning (Clubs and interventions in every year group) and access to IT (especially for PPG with low support at home) has also become more efficient and engaging.

'Excellence for everyone' programme

Year 4 did attend and begin a project based on targeting support for reading through Online Reading Buddies. Initial success in improving regularity and engagement of reading. However, the tracking of impact was hindered by Covid. End of year teacher assessment for RWM- Gap bet. PP pupils and non PP peers compared to their attainment in their previous year: -Years 1, 2 and 3 – RWM Gap has increased to bet. 19% - 29% -Yr 4 – RW Gap has reduced to bet. 13% - 16%.

Promotion of reading everyday

There has been a good improvement across the school in participation of reading 'everyday' shown in Reading Logs and CT tracking. This has been supported by: - the 1:1 reading pupil conferencing – where CT reads with every child at least once every 3 weeks (although variations are to be found in bet yr groups) -Some year groups have created PP focused Reading Buddy groups – where PPG have targeted access to Ipads in school & adult support in accessing books & questions on the online platform where support is not available at home. Yr 4 had PPG RB project group. -RBs/online books support PPG where limited paper books

are available at home. -Reader of the Week certificates in assemblies to celebrate effort and achievement. -Class book reads and opportunities within class to share reading aloud. - Planning support for Reading.

Emotional, social and behavioural support

Dragon's Den

Due to the COVID-19 restrictions, the Dragon's Den was not able to be used as it would involve children crossing bubbles. Instead, staff that would have taken part in this intervention were deployed across the school to support those who needed it. Each child was provided with a specialised programme to meet their individual needs. This includes a range of SEMH programmes such as ELSA (for self-esteem, anger management, social skills, friendship and emotional regulation) and mindfulness. These are also used to support our service children.

Pastoral and inclusion team (attendance, family liaison, safeguarding)

Throughout the COVID pandemic, the inclusion team ensured all children eligible for pupil premium were contacted on a weekly basis. The contact was discussed at weekly inclusion meetings and when contact was not made, home visits were carried out. These families were given daily lunches that were delivered to their homes and additional weekly food hampers were also provided by a local food bank. The home learning was also provided for all children that was accessible on the website and where there was not access to IT, home learning packs were provided in paper copy. The school worked tirelessly to encourage our most vulnerable children into school throughout lockdown who were all entitled to pupil premium. The school was open during the lockdown period for disadvantaged children. The children were in much smaller groups with learning planned to suit their needs. The number of pupils increased week on week during this time. During the wider opening, the numbers of disadvantaged children increased further and a free breakfast club continued to be readily available. 60% of vulnerable pupils attended school during the spring lockdown.

Residential and school trip contributions

By contributing to residential and school trips, all disadvantaged children were given the opportunity to access subsidised trips. Whilst school trips were limited due to COVID-19, the year 6 trip to Fort Nelson went ahead and PP children who attended accessed subsidised places.

Through investment from the covid catch up premium, we were able to purchase 250 SPAG books which have demonstrated that gaps in spelling, punctuation and grammar were being closed. Due to the success of this more will be purchased this coming year. Banded books are now in place and updated but still need further investment in the junior school. The subscription to the SLS (School library service) has been a huge success and will continue into 2021-2022.

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
Times table Rockstars subscription	TT Rockstars
Reading buddies	Oxford Reading Buddy
MyMaths subscription	MyMaths