

Pupil premium strategy statement 2021 - 2024

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.

Main text and blue text – 2021/2022 initial strategy

Red Text – 2022/2023 updates

Green Text – 2023/2024 updates

School overview

Detail	Data
School name	Great Kingshill Combined School
Number of pupils in school	2021/2022: 412 2022/2023: 407 2023/2024: TBA
Proportion (%) of pupil premium eligible pupils	2021/2022: 8% 2022/2023: 6% 2023/2024: TBA
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2021 Updated December 2022
Date on which it will be reviewed	July 2023 and December 2023
Statement authorised by	Suzanne Best
Pupil premium lead	Jo Sergeant
Governor / Trustee lead	2021/2022: Keith Johnson 2022/2023: Helen De Leon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/2022: £ 30935 2022/2023: £ 36570

	2023/2024: TBA
Recovery premium funding allocation this academic year	2021/2022: £3915 2022/2023: £2936 2023/2024: TBA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021/2022: £34,850 2022/2023: £ 39,506 2023/2024: TBA

Part A: Pupil premium strategy plan

Statement of intent

Our Ultimate Objectives for Disadvantaged Pupils

Great Kingshill Combined school take a collective ownership approach to ensuring that disadvantaged children receive the individualised support that they require in order to attain academically and develop personally and socially. We take the view that the impact of socio-economic disadvantage on children and their learning is not something that can be solved overnight and will require constant reviewing, planning and implementation of strategies over their Primary years. Our aims are for our children to attain highly and to contribute to a society where opportunities are more equal for all children irrespective of their backgrounds and economic circumstances.

We see the children as individuals and aim to develop a whole school ethos and culture that holds high expectations and developing the child's sense of belong as central. Some of the issues that have an impact on children's lives are outside of our control and we will focus on the controllable factors that will impact on a child's learning potential.

We seek to use evidence to support our approaches and select streamlined, focused strategies. Following EEF guidance we consider the following three areas when developing our strategy; high quality teaching, targeted academic support and wider strategies. We strive for high quality implementation and impact evaluation in order to create continuous improvement.

Key Principles

Our aim is to support children to achieve at least ARE to give them the best possible future chances in their adult lives. We also aim to provide emotional and social development support where appropriate to help achieve wellbeing. There is also consideration given to providing equal opportunities in terms of extracurricular opportunities and raising the cultural capital. The strategy is planned in a way which will address the needs of the disadvantaged pupils by focusing on Quality First teaching for all as the main principle. The individual children's needs are then considered and appropriate support planned around these children. Much time is spent investigating the needs of the children and the best ways to address these needs. Our strategy plan works towards achieving our aims by taking a cooperative approach: all staff have contributed information that makes up the finished strategy. We will also monitor these children throughout the year and assess how the strategy is being implemented and the impact on the children.

Challenges

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

Challenge number	Detail of challenge
1	<p>As a result of covid 19 and lockdowns, the focus for support and need has shifted from prior strategies meaning a change of approach needing to be implemented. This term English has been identified as an area to address and where support is required to promote high attainment and progress.</p> <p>This year we seek to embed the strategies that have been implemented and continue to work on the raising the attainment for disadvantaged children. To continue to narrow the gap in reading and writing between disadvantaged and non-disadvantaged.</p>
2	<p>There are several children who have been identified as having some difficulties with social interactions and friendships.</p> <p>We will continue to embed the strategies and focus as a staff on working together to support these issues in and out of the classroom.</p>

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>That all disadvantaged children will be moving towards or achieving ARE in Reading, Writing and Maths.</p> <p>Summer 2022 EYFS disadvantaged children are broadly in line with non-disadvantaged children in achieving GLD. SATs results show that in KS1 the disadvantaged children performed inline with their non disadvantaged peers in reading and maths. There was a lower % of children achieving expected in writing. There were 5 children in this group. There were no disadvantaged children in Year 1 to take the phonics screening test. All disadvantaged children in Year 2 had already passed the PST in Year 1. In KS2 there is a gap between the non-disadvantaged and the disadvantaged children. There were 16 children in this group.</p>	<p>Disadvantaged children achieving at expected level will be in line with non-disadvantaged children at GKCS.</p> <p>EYFS GLD everyone 77% GLD disadvantaged 75% (3/4 children)</p> <p>KS1 Summer 2022 EXS for all children Reading 78 % (GDS 25%) Writing 73% (GDS 12%) Maths 78%(GDS 22%)</p> <p>KS1 Summer EXS for disadvantaged children: Reading 80% (GDS 20%) Writing 60% (GDS 0%) Maths 80 % (GDS 20%)</p> <p>KS2 Summer 2022 EXS for all children: Reading 85% (GDS 32%) SPAG 88% (GDS 40%) Writing 88% (GDS 20%)</p>

<p>The focus for this academic year is to improve the attainment and progress in writing for the disadvantaged group of children in KS2 In KS1, writing is a focus to increase attainment.</p>	<p>Maths 87% (GDS 32%) EXS in all areas 80% KS2 Summer EXS for disadvantaged children: Reading SPAG Writing Maths EXS in all areas: 63%</p>
<p>That we will have identified individual's needs and put in place effective support in order to help pupils overcome their difficulties.</p>	<p>Children will have had support to address their individual needs throughout the year and this will have had a positive impact on their area of need. This will be demonstrated in PP questionnaires completed by staff and children.</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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote attainment in reading, which will have an impact on attainment in all other areas of the curriculum, new guided reading materials will be purchased and staff will be trained and guided on how to implement effectively.</p> <p>Parents of EYFS and KS1 children have also come into classrooms to read with their children on multiple occasions. To go alongside this, we have ensured that PP children in KS1 are listened to more frequently when reading; those who are not at age related expectation have been invited to an early morning phonics intervention..</p> <p>PM bench marking is being used to assess children and to make judgements about when to move a child on to the next reading level.</p>	<p>This term it has been identified that English has been identified as an area for development. There has been an impact on progress and attainment due to Covid 19 and lockdown restrictions. Therefore, a new focus on this area of the curriculum is required.</p> <p>EEF guidance promotes working on developing language capabilities, fluent reading and comprehension strategies through reading aloud, discussing texts, structured questioning, teacher modelling and instruction. For this to take place across the school there needs to be the quality, age relevant texts available.</p> <p>Natalie Wexler (2019) makes the point that decoding and comprehension require different approaches to teaching as they are both completely different skills. Whole class sets of reading books in KS2 and new guided reading sets in KS1 will allow for focused teaching of comprehension. This will provide opportunity for guided practise, scaffolding and modelling by the teacher. Natalie Wexler and Doug Lemov both promote that building knowledge within the broader curriculum will help with reading comprehension and so texts that address the development of understanding in different areas of the curriculum are needed to support the development of comprehension.</p> <p>The Reading Framework (2021) highlights the ‘social, cultural and economic importance’ of reading and also recognises that Covid 19 has had an impact on the attainment of some children in Reading. GKCS therefore places a priority on learning to read and there is a need to resource this accordingly.</p>	<p>1</p>

<p>To promote attainment in Early Reading and the foundation phonics skills necessary a New Phonics scheme will be purchased and implemented.</p> <p>ELS has been purchased and implemented and is being used in Reception and Year 1. This has been running since January 2022. The phonics screening result for 2022 was: All children Year 1 82% All children year 2 87% Disadvantaged children Year 1 (no children in this year group) Year 2 (no retakes; all passed first time)</p> <p>This year ELS will continued to be implemented and staff will continue to develop their skills of using the programme.</p> <p>ELS has a carefully designed intervention programme which has been extended into KS2 as required.</p> <p>Having identified that some of our PP children were falling behind in areas such as phonics and reading, we invited parents of EYFS and KS1 children to attend a phonics reading workshop, as well as parents of KS2 children to a reading workshop.</p>	<p>It has been identified in school that this is an area for development due to the new guidance in The Reading Framework 2021.</p> <p>As recommended in The Reading Framework, a systematic approach should be consistent across the phase of Phonics teaching and learning. Therefore, GKCS are investing in a new Phonics scheme to ensure consistency and linked up learning across Phonics sessions and reading opportunities.</p> <p>The Reading Framework states that ‘children who fail to learn to read early on start to dislike reading.’ Therefore a ‘keep up’ approach is important from the beginning and a mastery style approach has been selected by the EYFS Lead to be implemented across Reception and Year 1 and Year 2.</p>	<p>1</p>
<p>To promote reading for pleasure, reading at home (access to texts) and increasing knowledge an E Library will be purchased and available to the children to access freely at home and in school. This will provide texts to support leaning in other areas of the curriculum.</p> <p>The e library has been cancelled due to low take up and use. There are now additional reading books</p>	<p>To create motivated readers GKCS promote reading for pleasure. This is difficult for some families to provide at home and to support this it has been identified that an E Library would provide texts at home for all children to access.</p> <p>Quigley (2020) explains that learning to reading isn’t as natural as learning to speak and that children need lots and lots of practise. It is also important for children to be engaged, interested and motivated by the material that they are reading. Therefore, easy, regular access to lots of texts would help create opportunities for children to read at home, practise</p>	<p>1</p>

<p>in school to supplement supplies to allow children to use real reading books at home and in school.</p>	<p>and therefore become more successful and develop a positive attitude towards reading and language.</p> <p>Parents will have information to help support their children to read at home.</p>	
<p>To support children's spelling skill development the use of the online scheme, 'Spelling Shed' will be continue to be used for children to access homework activities for spelling practise.</p> <p>This is being utilised in upper KS2 to provide spellings for practise at home.</p>	<p>To be fluent writers children will need to be confident to spell age appropriate words. To support the teaching and learning of spelling in school children will be set spelling practise to do at home.</p>	1
<p>Promoting Early Language Development in the Early Years. Selecting several texts to be revisited throughout EYFS and Year 1.</p>	<p>There will be an emphasis on language development and vocabulary in the Early Years to support future language and Reading. There will be highly regular singing and story reading that will involve talk and discussion about the story to promote:</p> <ol style="list-style-type: none"> 1- positive and committed readers 2- opportunities for children to hear and use language that will not usually come up in every day conversation. 3- engagement from an early age <p>(Reading Framework 2021)</p> <p>As highlighted by Alex Quigley in Closing The Reading Gap (2020) there is a lot of background knowledge required to successfully read and comprehend and so we aim to develop the children's experiences, knowledge and understanding through language and of language in order to support future reading success.</p> <p>As recommended by Marc Rowland at the Buckinghamshire Challenge Conference, GKCS will select several key texts to read and share with the children repetitively across Early Years and Year 1 to support internalisation of several stories.</p>	1
<p>Social skills and friendships education and development</p>	<p>A group of children who need to develop their social skills and friendships has been identified from the staff and pupil PP questionnaires.</p> <p>The 2014 Public Health England Report 'The link between pupil health and wellbeing and attainment' key message is that if you can promote children's wellbeing then this can impact on attainment. 'Social and emotional competencies are associated with greater health and wellbeing and better achievement.'</p>	2

	<p>GKCS wants to help children to achieve in terms of personal wellbeing as well as academically although they are also linked.</p> <p>The whole school programme for PSHE, Jigsaw, sets out a curriculum which includes relationship education with units focusing explicitly on this within each year group.</p> <p>As well as this, class teachers are aware of the children within their classes who find friendships challenging to manage and address issues and offer support and guidance when required. Staff will regularly check in with PP pupils who have been identified as having friendship challenges.</p>	
--	---	--

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

Budgeted cost: £ 29000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support children's progress and to help children to move along together, same day writing interventions will be implemented to allow for development, further guided practise, addressing misconceptions.</p> <p>KS2 children (identified as below ARE) have also been attending early morning interventions for spelling, handwriting and reading.</p>	<p>Some children will need additional opportunities to practice what is being taught and so same day group support relating to the objectives of the lesson, areas of misconception identified or revisiting previously learnt skills will allow for progress to be made whilst it is still relevant to the child and before any misconceptions are too deeply embedded.</p>	1
<p>Regular SPAG interventions will be planned and implemented to address gaps in learning and to help close the gap.</p>	<p>Recommendation 5 on the EEF Guidance Report 'Improving Literacy In Key Stage 2' states that transcription and sentence construction skills are developed through 'extensive practice'. Some children will need additional provision and opportunity in order to understand and apply these skills.</p>	1
<p>Interventions to support social skill development and how to manage friendships will be implemented.</p> <p>Social skills small groups looking at social stories and friendship skills.</p>	<p>See the above related information in the Teaching section.</p> <p>The children identified in this group and any others who we identify throughout the year will take part in an additional provision group where they will work</p>	2

<p>These groups are ongoing and support will continue for identified individuals. There are examples of individuals who have made good progress which has been evident in the classroom and on the playground.</p> <p>The ambassadors have been trained and now support children on the playground with friendship related issues.</p> <p>The friendship stop will also be reintroduced in The Key Stage 1 playground and this will be run with the ambassadors help.</p>	<p>on social skills and how to approach and deal with social situations that arise particularly relating to friendships and how to manage them. These groups will be in blocks through the year and will run for a term.</p> <p>Children with this area of need will also be highlighted and staff will informally talk with and monitor the individuals and their own situations and act to support each child in a way which will support their own need.</p>	
---	---	--

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support with uniform.</p> <p>There has been no uniform support requests.</p>	<p>Financial support is offered where needed to families where financial support is required to help with uniform. This allows the child to feel a sense of belonging and have an appearance that fits in and meets uniform standards within school.</p>	<p>To provide equal access to opportunities.</p>
<p>Financial support with trips and residential school journeys.</p> <p>This area has currently the main area for financial support for parents. Most children on the PP register have received financial support for Trips and Residentials in the last year.</p>	<p>Financial support is offered on a case by case basis. Day trips are usually 100% paid for. Upper KS2 residential trips are usually 50% paid for except for exceptional circumstances.</p>	
<p>Financial support with extracurricular activities.</p> <p>There have not been any requests for financial support in this area.</p>	<p>Children receiving Pupil Premium have access to music lessons and extra-curricular activities which are paid for from PP budget.</p>	
<p>Provide emotional/wellbeing support to services children.</p>	<p>GKSC has a low number of service children. During periods of parental deployment staff will support the child/children by undertaking a scrap book/diary of events and day to day life at school. This will be one session per week with a</p>	

	member of staff. If additional support is identified during these sessions then this will be addressed.	
--	---	--

Total budgeted cost: £ 35000

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.

2021/2022 PP Strategy outcomes

- KS1 children achieving inline with all children in maths and reading but there is a gap in writing.
- KS2 children are achieving below non-disadvantaged children and there is a gap that will be considered in future planning.
- A new phonics scheme has been implemented and staff are becoming familiar and competent with using the materials.
- New reading materials have been purchased and PM benchmarking is being utilised to assess children and support the provision of the correct level of text for development.
- Staff meeting on the headlines for supporting disadvantaged children in school as outlined in the Buckinghamshire Challenge Programme with a focus on small, frequent interactions, relationships and the patterns emerging at GKCS.
- Social groups are running and will be ongoing. There are examples of progress and success with some individuals.

Summer 2019 Data

	KEY STAGE 2 - SCHOOL DATA							BUCKS					
	Number of Pupils	Reading		Writing		Maths		Reading		Writing		Maths	
		%Exp	%High	%Exp	%GDS	%Exp	%High	%Exp	%High	%Exp	%GDS	%Exp	%High
ALL PUPILS	60	88.3	56.7	85.0	30.0	83.3	38.3	82.8	42.6	73.9	17.2	77.5	31.4
Boys	29	89.7	48.3	82.8	17.2	86.2	41.4	80.2	38.0	68.8	13.1	79.4	33.9
Girls	31	87.1	64.5	87.1	41.9	80.6	35.5	85.5	47.4	79.2	21.5	75.4	28.9
Asian or Asian British Pakistani	6	100.0	66.7	83.3	33.3	100.0	66.7	73.3	25.0	56.0	6.0	67.7	22.0
White British	47	87.2	53.2	85.1	25.5	80.9	34.0	83.8	42.0	75.0	18.0	76.7	28.5
Select other ethnic group below													
Select other ethnic group													
All ethnic minority groups	11	100.0	72.7	90.9	45.5	100.0	54.5	81.3	43.4	72.1	15.6	79.1	36.6
Eligible for Free School Meals ¹	5	80.0	40.0	80.0	40.0	80.0	20.0	60.8	18.7	44.2	4.6	50.2	11.0
Not eligible for Free School Meals	55	89.1	58.2	85.5	29.1	83.6	40.0	85.4	45.4	77.3	18.7	80.7	33.7
Disadvantaged (FSME, LAC or AFC) ²	7	85.7	28.6	85.7	28.6	85.7	14.3	61.7	18.6	46.3	4.5	51.9	13.3
Not disadvantaged	53	88.7	60.4	84.9	30.2	83.0	41.5	86.2	46.4	78.2	19.2	81.5	34.3
No SEN	52	94.2	63.5	92.3	34.6	90.4	44.2	89.9	48.7	82.4	19.8	85.5	35.8
SEN Support (K - formerly A or P)	7	57.1	14.3	42.9	0.0	42.9	0.0	51.0	11.8	33.0	3.6	39.5	8.2
Ed. Health & Care Plan (E- previously S)	1	0.0	0.0	0.0	0.0	0.0	0.0	28.0	3.4	13.6	2.5	18.6	5.1
First Language = English	58	89.7	58.6	87.9	31.0	84.5	39.7	83.5	43.0	74.8	17.8	77.2	29.8
First Language = Other than English	1	100.0	0.0	0.0	0.0	100.0	0.0	80.6	41.1	70.5	14.4	79.3	38.2