



# Pupil premium strategy statement – Kinsale Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 to 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rosalind Robinson Headteacher
Pupil premium lead	Angela Neal Deputy Head
Governor / Trustee lead	Gavin Dent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,325
Recovery premium funding allocation this academic year	£6,815 (Covid recovery grant) £7,776 (School led tutoring grant)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£11,395.55 (Covid recovery grant)
<b>Total budget for this academic year</b>	<b>£88,311.55</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Kinsale Junior School, our intention is that every child, 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 attaining pupils.

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

Our key principle for achieving these objectives will be high-quality teaching in the first instance, with a key 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, this will benefit the non-disadvantaged pupils in our school: sustaining their attainment and improving their progress alongside their disadvantaged peers.

Our strategy is closely aligned with the school improvement and development plan and the school plan for recovery following the COVID-19 pandemic. This includes targeted support through the National Tutoring Programme and small group intervention work for those pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common and emerging challenges, and individual needs, which have been identified through formative and teacher assessment, not rooted in assumptions about the impact of disadvantage. The approaches we have implemented complement each other to help pupils excel.

To ensure we are effective, we will:

- Set challenging work for all pupils
- Act early to intervene at the point need is identified
- Regularly review the needs of disadvantaged pupils

All staff will 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 and observations of pupil work indicate underdeveloped handwriting skills among all pupils, but especially among disadvantaged pupils. This is evident across the whole of the key stage.
2	Initial assessments (at the end of the Autumn term) show that PP children in Year 3 have lower than expected attainment in reading. NFER Year 3 tests show that only 30% of pupils achieve the expected standard.
3	Assessments and observations of pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessment at the beginning of Year 6 show that Year 6 children have lower than expected attainment at the expected standard in maths.
5	Assessment at the beginning of Year 6 show that Year 6 children have lower than expected attainment in reading, writing, maths combined. Pupil Premium children in Year 6 are not in line with other pupils in reading, writing and maths combined.
6	Attendance data shows that persistent absence among Pupil Premium children is greater than all other pupils, across all year groups.

## 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
Pupils across all year groups, demonstrate and improvement in presentation skills and handwriting legibility.	All pupils will have regular handwriting lessons using Letter Join. The number of pupils requiring intervention for handwriting will decrease. Books, across all subjects, show a consistency in the standard of presentation and handwriting legibility.
The number of pupils in years 3 who achieve the expected standard or above in reading will improve.	The percentage of pupils achieving the expected standard in reading increases at each assessment point throughout the year. Data from Accelerated Reader shows an improvement (or accelerated improvement) in reading age and ZBD range by the end of the year.
The number of pupils in years 3 & 4 who pass the phonics screening check improves.	The percentage of pupils passing the phonics screening check increases at each assessment point throughout the year. There will also be an improvement in the number of pupils having a

	reading age equal to greater than their chronological age.
The number of pupils in Year 6 who achieve the expected standard or above in maths will improve.	The percentage of pupils achieving the expected standard or above in maths in Year 6 increases at each assessment point throughout the year, to be in line with national expectations.
The number of pupils in Year 6 who achieve the expected standard or above in reading, writing and maths combined improve.	The percentage of pupils achieving the expected standard in reading, writing and maths combined in Year 6 increases at each assessment points throughout the year, to be in line with national expectations.
Pupil Premium children have improved attendance and the rate of persistent absence reduces.	All Pupil Premium children will reach 96% attendance for the year in order to reduce persistent absence.

## 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: £1,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
WAW project CPD enhancing delivery of stories as part of the whole school reading for pleasure priority.  <b>£600</b>	OU Reading for Pleasure evidence shows that subject knowledge and pedagogical practices nurtures readers and is important for building reciprocal and interactive communities of readers.  <i>EEF: Reading comprehension strategies are high impact on average (+6 months). It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</i>	2
Continue to engage with the Maths Hub to support all pupils with the mastery approach to maths.	<i>EEF: Mastery learning is a cost effective approach but is challenging to implement effectively. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies</i>	4 & 5

<b>£660</b>	<i>identified included elements of collaborative learning.</i>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39,698.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tuition through NTP to provide one-to-one sessions for identified pupils in years 3 and 4.</p> <p><b>£12,960</b>  <i>£7,776 from NTP allocation, plus £5,184 from other funding.</i></p>	<p>Previous experience shows that small group teaching can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education.</p> <p><i>EEF: One-to-one tuition has an average impact of approximately five months additional progress over the course of the year. Short, regular sessions over a set period of time appear to result in optimum impact.</i></p>	2, 3 & 5
<p>Targeted intervention using two trained teaching assistants to meet the specific needs of dysregulated pupils who struggle with classroom environment.</p> <p><b>£21,000</b></p>	<p>Previous experience shows that small group teaching can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education.</p> <p><i>EEF: Small group tuition has an average impact of four months' additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	6
<p>Purchase Read, Write Inc. catch-up scheme for key stage 2, plus all relevant resources required for the effective teaching of phonics.</p> <p><b>£3,213</b></p>	<p>Targeted phonics interventions have been shown to be effective when delivered regularly and matched to children's current level of skill.</p> <p><i>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	2, 3 & 5

<p>Purchase Letter Join handwriting scheme for the whole school.</p> <p><b>£525.60</b></p>	<p>The National Curriculum for English places high importance on handwriting, demanding that teaching should develop competence in both transcription and comprehension.</p> <p><i>The National Handwriting Association: Handwriting with pen and paper has an important role from early childhood through our adult lives. Many personal computers now have handwriting recognition capability so that handwriting as means of interacting with computers is becoming more pervasive. It seems, therefore, that handwriting remains an important skill for communication.</i></p>	1
<p>Purchase Lexplore and eye trackers for the whole school.</p> <p><b>£2,000</b></p>	<p><i>EEF: Reading strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions.</i></p>	2 & 3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase quality text for the Library and reading for pleasure to support improvements in reading.</p> <p><b>£2,000</b></p>	<p>Previous experience has shown that children engage with reading when introduced to new and different authors on a regular basis.</p> <p><i>EEF: Reading comprehension strategies are high impact on average (+6 months). It is important to provide appropriate context to practice the skills and desire to engage with the text and enough challenge to improve reading comprehension.</i></p>	2 & 3
<p>Purchase maths resources for every class to support mastery readiness across the school.</p> <p><b>£2,000</b></p>	<p><i>EEF: Teaching for mastery is characterised by teacher-led, whole class teaching; common lesson content for all pupils and use of manipulatives and representations.</i></p>	4 & 5

<p>Support families of disadvantaged pupils with the cost of trips including residential trips</p> <p><b>£1,000</b></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>	All
<p>Support for families to focus on the well-being of children (uniform, music lessons, etc.)</p> <p><b>£1,000</b></p>	<p><i>EEF: The average impact of successful social and emotional intervention is an additional 4 months progress over the course of the year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools.</i></p>	All
<p>Support families and pupils to provide breakfast during SATs week and refreshments for after-school tuition sessions.</p> <p><b>£1,000</b></p>	<p><i>EEF: The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills.</i></p>	All
<p>Provision of a Pastoral Support Manager for all families.</p> <p><b>£15,000</b></p>	<p><i>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment.</i></p>	All

**Total budgeted cost: £62,958.60**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown in all areas since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.7% higher than their peers in 2021/22 and persistent absence 17% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### Externally provided programmes

Programme	Provider
None	



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## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

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.
- Employing a pastoral support manager. Providing targeted support for disadvantaged families from a highly trained DSL/pastoral support manager enables teachers to focus on the academic aspect of school. Families are well supported in a timely manner in a variety of aspects including attendance, health and finance.
- Offering a wide range of high-quality extracurricular 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 limited impact in some areas, but greater impact in others.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students 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 strategy and will adjust our plan over time to secure better outcomes for pupils.