

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	Kingmoor Nursery and Infant School
Number of pupils in school	227 (Sept 23) 277 inc. Nursery
	222 (Sept 22) 279 Inc. Nursery
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	Sept 24
Statement authorised by	L Storey (SAHT)/ N Corfield (HT) Governors
Pupil premium lead	Miss Leanne Storey (SAHT)
Governor / Trustee lead	Mrs Mary Jamieson (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,600
Recovery premium funding allocation this academic year	£3625
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	£44,638.72 (incl. EYPP)

Part A: Pupil premium strategy plan

Statement of intent

Our Philosophy

We believe in maximising the use of pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It is our intention that all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy details the steps we will take in order to achieve this.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Key Priorities

- Subject specific CPD to improve the quality of teacher's and teaching assistant's pedagogical knowledge as this has been proven to have the greatest impact on closing the attainment gap.
- Structured interventions including reading, writing and maths using formative assessment so that interventions are identified 'in the moment' ensuring more effectiveness.
- Increase rates of progress across the school in reading, writing and maths- adopting a whole school approach with all staff taking responsibility for disadvantaged pupils' outcomes.
- Continue to develop pupil's mental health, emotional literacy, social skills, aspirations and spiritual development through pastoral support.
- Continue to maintain a focus on the mental and physical health of pupils and families through universal support, focused and targeted support.
- Early identification of children with PP ensuring early interventions are in place.

- Attendance - ensuring that no child falls behind with their learning.
- The progress of children with Pupil Premium with SEN through quality first teaching and timely interventions.
- Ensuring that governors and leaders new to the role have the highest impact possible.

Challenges

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

Challenge number	Detail of challenge
1	Children with social and emotional needs- our emotional wellbeing check ins, as well as observations and discussions with pupils and families have identified social and emotional issues for many pupils.
2	Parental engagement, parenting skills and attendance- continue to build relationships with parents/carers and ensure effective communication including the importance of parental support and school attendance.
3	Underdeveloped speech and language skills on entry- assessments, observations and discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessments help to indicate early interventions for children who need support with speech and language.
4	Low progress in core areas particularly writing- internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.
5	SEND- Numbers of children with SEND have increased in school particularly those with high needs.

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
<i>Children's social and emotional needs will be well supported</i>	Children will have access to rapid support providing them with the tools they need for good mental health.
<i>Parent's needs will be well supported</i>	School will embed communication styles to meet parent's needs and engage them, enabling parents' to access support.
Children will make age appropriate progress	Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication
Children with SEND will learn and progress	Children will overcome barriers which prevent them from making progress.

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: £ 11,000

	Activity	Evidence that supports this approach	Challenge number(s) addressed
23-24	<ul style="list-style-type: none"> Teachers, Governors and TAs to have access to National College training where courses can be selected to meet individual needs. Specialist Maths Mastery Teacher and Professional Development Maths Mastery lead teachers based in school and providing in house training to all staff. Expert in the early years for the DFE specialist teacher providing in house training to all staff. Headteacher is associate advisor for the Local Authority and an OFSTED inspector and supports staff in school. 	<p>Education Policy Institute: High quality CPD for teachers has a significant effect on pupil's learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment than other interventions school may consider.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Teacher Development Trust: We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of</p>	1, 3, 4, 5

	<ul style="list-style-type: none"> • 13 staff across school trained in Team Teach • In house training for metacognition and developing metacognition in teaching to support children's learning. • Teachers support each other through coaching and supportive planning approaches. • Subject leaders are upskilled through subject leader specific CUSP training enabling them to support all staff. • Focus on all staff in school promoting and using the same subject specific vocabulary. • CPD training available on CUSP for all staff. • Termly meetings with teachers to discuss PP progress and next steps. • All staff trained in the importance and delivery of Oracy. 	<p>poor teaching and that of highly effective teaching is just under half a year's extra progress for most students.</p> <p>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p> <p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	
22-23	<ul style="list-style-type: none"> • Teachers, Governors and TAs to have access to National College training where courses can be selected to meet individual needs. • Specialist Literacy Teacher, Specialist Maths Mastery Teacher and Professional Development Maths 	<p>Education Policy Institute: High quality CPD for teachers has a significant effect on pupil's learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment than other interventions school may consider.</p>	

	<p>Mastery lead teachers based in school and providing in house training to all staff.</p> <ul style="list-style-type: none"> • Expert in the early years for the DFE specialist teacher providing in house training to all staff. • 14 staff across school trained in Team Teach • In house training around developing use of formative assessment • In house training around developing pupil book study. • CPD training available on CUSP for all staff. • Termly meetings with teachers to discuss PP progress and next steps. • Embed the CUSP curriculum 	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Teacher Development Trust: We know from Viviane Robinson’s research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students.</p> <p>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p> <p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	
21-22	<ul style="list-style-type: none"> • CPD in RWI spelling programme for Teachers and TA’s. • Teachers, Governors and TAs to have access to National College training where courses can be selected to meet individual needs. • Specialist Literacy Teacher, Specialist Maths Mastery Teacher and Professional Development Maths Mastery lead teachers based in 	<p>Education Policy Institute: High quality CPD for teachers has a significant effect on pupil’s learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment that other interventions school may consider.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Teacher Development Trust: We know from Viviane Robinson’s research that the most effective way that leaders can improve outcomes for children and young</p>	1,2,3,4,5

	<p>school and providing in house training to all staff.</p> <ul style="list-style-type: none"> • 14 staff across school trained in Team Teach • Training provided to all staff and governors by Connect3Coaching • In house training around developing use of formative assessment • Subject leads lead in house training for non-specialist teaching subjects. • SENCo,DSL/DDSL undertake Early Help and EHCP training <p>SENCO/ HT undertake SEND review training including developing co-production (with parents and carers)</p>	<p>people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students.</p> <p>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p> <p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	
--	--	--	--

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

Budgeted cost: £ 24,000

	Activity	Evidence that supports this approach	Challenge number(s) addressed
23-24	<ul style="list-style-type: none"> • Lesson structure promotes retrieval and retention of core knowledge • The daily teaching of RWI • Staff trained in Emotional Literacy Support Assistant (Elsa) – ELSA’s re-train when staff move on • 1:1 Phonics/reading tutoring 	<p>The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. However it can increase children’s progress by 6 months. Reading</p>	1, 3, 4, 5

	<ul style="list-style-type: none"> • Rapid interventions based of formative assessment. • Oral language interventions in place e.g. Neli • Use of pre-teaching interventions based on formative assessment. • Targeted support given to EYFS children who have been highlighted as needing emotional and wellbeing support using Leuven Scales. • Continue with daily use of Doodle Maths • Use of Emotional ABC scheme. • One to one mental health coaching from a mental health and well-being coach • Group Relax Kid sessions weekly. • Use aspects of CUSP curriculum to target small step sequential interventions for writing and spelling. 	<p>comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
22-23	<ul style="list-style-type: none"> • The daily teaching of RWI • Staff trained in Emotional Literacy Support Assitant (Elsa) • 1:1 Phonics/reading tutoring 	<p>The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up</p>	

	<ul style="list-style-type: none"> • Rapid interventions based of formative assessment. • Oral language interventions in place e.g. Neli • Use of pre-teaching interventions based on formative assessment. • Targeted support given to EYFS children who have been highlighted as needing emotional and wellbeing support using Leuven Scales. • Continue with daily use of Doodle Maths • Use of Emotional ABC scheme. • Use aspects of CUSP curriculum to target small step sequential interventions for writing and spelling. 	<p>costs paid during the first year of delivery. However it can increase children’s progress by 6 months. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs.Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
21-22	<ul style="list-style-type: none"> • The daily teaching of RWI. • Rapid interventions based of formative assessment. 	<p>The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support</p>	1,3,4,5

	<ul style="list-style-type: none"> • Use of pre-teaching interventions based on formative assessment. • Ensure that other curriculum areas are used to enhance progress in core subjects. • Small group phonics support • NELI to be used in Year 1 and Reception • Small group support with managing emotions (focused support). • Use of Emotional ABC scheme • Continue with Doodle maths daily • Use of Jungle (core strength) are in small groups to support physical development and writing. • Targeted use of NESSY to develop reading and spelling 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>The EEF Toolkit states Research suggests that Oral language interventions increases learning progress by approximately 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The Reading Framework July 21 says that having language rich environment reduces the language gap between children. It also states how the reading and writing of standard English alongside proficient language development is the key to unlocking the rest of the academic curriculum.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	
--	--	--	--

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

Budgeted cost: £9,500

	Activity	Evidence that supports this approach	Challenge number(s) addressed
23-24	<ul style="list-style-type: none"> • Attendance mentors to provide individualised support for children and families struggling with attendance • School wide approach to supporting attendance • Family learning courses. • Weekly sessions of PSHE/Jigsaw/ Emotional ABC’s programme being taught. • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties • Celebrating successes both in school and outside of school with certificates. • Kingmoor Shop and learning powers tokens to support behaviour and engagement and metacognition. • Kidsafe sessions in year 2 summer but coach available to lead ad hoc when need arises. • After school clubs running throughout the year e.g. multi-skills, 	<p>The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills such as literacy or IT skills. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning increases learning progress by approximately 4 months.</p> <p>Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children’s emotional health and wellbeing.</p> <p>The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and</p>	1, 2, 3, 4, 5

	<p>orienteeing, cookery etc. - disadvantaged children guaranteed a place in these clubs.</p> <ul style="list-style-type: none"> • Coffee mornings/Toddler sessions to improve communication with parents and offer support • Half termly open reading sessions to engage and support parents with reading 	<p>general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
22-23	<ul style="list-style-type: none"> • Family learning courses. • Weekly sessions of PSHE/Jigsaw/Emotional ABC's programme being taught. • • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties • Attendance monitored and half termly letters sent out with attendance graph attached. Meetings arranged to speak with anyone who has an attendance below 90%. Regular contact (monthly) with Travelling community and home learning provided. Home learning provided for any child isolating at home. • Celebrating successes both in school and outside of school with certificates. 	<p>The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills such as literacy or IT skills. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning increases learning progress by approximately 4 months.</p> <p>Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing.</p> <p>The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in</p>	

	<ul style="list-style-type: none"> • Kingmoor Shop and learning powers tokens to support behaviour and engagement and metacognition. • Kidsafe sessions in year 2 summer but coach available to lead ad hoc when need arises. • After school clubs running throughout the year e.g. multi-skills, orienteering, cookery etc. - disadvantaged children guaranteed a place in these clubs. • Coffee mornings/Toddler sessions to improve communication with parents and offer support 	<p>school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
21-22	<ul style="list-style-type: none"> • Weekly sessions of PSHE/Jigsaw programme being taught. • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties • Attendance monitored and termly (from Jan 22) letters sent out with attendance graph attached. Meetings arranged to speak with anyone who has an attendance below 95%. Regular contact (monthly) with Travelling community and home learning provided. Home learning provided for any child isolating at home. 	<p>The EEF Toolkit suggests Research suggests that metacognition and self-regulation increases learning progress by 7 months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Social and emotional learning increases learning progress by approximately 4 months.</p> <p>Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children’s emotional health and wellbeing. https://relaxkids.com/</p>	1,2, 3,4,5

	<ul style="list-style-type: none"> • Celebrating successes both in school and outside of school with certificates. • Kidsafe sessions in year 2 summer but coach available to lead ad hoc when need arises. • Weekly/daily mindfulness and yoga activities through Amaven • Intervention groups (focused) to support mental health. • Family learning courses running in school/remotely for parents • Chat mentoring system set up for children to have a mentor. 	<p>Connect3Coaching: Our sessions are aimed specifically at building emotional resilience and confidence so that children are empowered to manage issues just like these. They will gain strength, courage and flexibility to ultimately give them control over their own happiness</p> <p>https://www.connect3coaching.co.uk/how-will-it-help/</p>	
--	--	--	--

Total budgeted cost: £44,638.72

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.

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year

Children's social and emotional needs will be well supported

Children will have access to rapid support providing them with the tools they need for good mental health.

All staff in the school believe that the children's social and emotional development is high priority and are committed to ensuring they are well supported. EYFS children were assessed on the Leuven scale termly to ensure progress was well monitored. Children were tracked on a well-being tracker regarding their level of support needed ie universal, focussed or targeted support and interventions/support were put in place where necessary in a timely and effective manner.

All children had access to emotional check ins where they were able to discuss their emotional needs and receive support where necessary. All children received weekly PSHE sessions including Emotional ABC sessions, Jigsaw sessions and KidSafe sessions in Year 2. These sessions provided children with the vocabulary needed to discuss varying emotions. Each unit had a staff member trained in ELSA and they ran programmes across the unit where children had been identified as needing support. Emotional coaching from Magic Mel and Tess (Connect3Coaching) ensured that children developed resilience and confidence and developed an understanding of their own and other's emotions.

Parent's needs will be well supported

School will embed communication styles to meet parent's needs and engage them, enabling parents' to access support.

Tapestry continues to be used throughout the school as a successful means of communication with parents. The Weekly Newsletters, website and Facebook provide valuable information for parents as well as regular text messaging and email.

Staff often contact parents in person and on phone calls to ensure continued communication as well as termly reports and twice yearly parents evenings. Regular opportunities have been provided throughout the year to invite parents into school for e.g open reading sessions, art gallery etc

Communication regarding children with SEND includes the use of 'Provision Map' which allows parents/carers to access their child's IEP and information about additional support packages from home.

Coffee mornings and Toddler groups have continued to further break down barriers and aid communication between home and school which provides school with an opportunity to meet parent's needs beyond school.

The 'Space' parenting programme was held in school by an external provider. This was an intensive course supporting parents over several weeks and was well attended. It provided time within school time to ensure that parents/carers could access support.

Children will make age appropriate progress

Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication

All Staff, including those who were new to the year group/role, received the necessary training and resources they needed to ensure that all children were given timely and effective support. Subject leaders and the SENDco supported staff to ensure this was delivered effectively. Where necessary, interventions were put in place. These were consistently monitored and enabled children to achieve and succeed. This meant that...

Reception- 100% of PP (non-SEN) children achieved Good Level Development in Reception.

Year 1- 92% of PP children passed the Phonic Screening Check compared with 75% national in 2022.

64% of PP children achieved the phonics screening check in Year 1

100% of PP (non SEN) children achieved the phonics screening check in year 1

Year 2- 71% of PP children achieved expected in reading compared to 51% national in 2022

57% of PP children achieved expected in writing compared to 41% national in 2022

86% of PP children achieved expected in maths compared to 52% national in 2022

Children with SEND will learn and progress

Children will overcome barriers which prevent them from making progress.

The SENDco worked closely with teaching/support staff to ensure they were provided with the training and tools necessary to ensure that all children were given timely and effective interventions. A number of specialist approaches were adopted such as Attention Autism, NELI, Precision teaching and these were used as an effective tool to ensure that gaps in learning were reduced. Interventions were consistently monitored and were fluid in the support provided to allow children to achieve and succeed. Provision map supported in this. This meant that...

76.9% of SEND children passed the Phonic Screening Check compared with 38% national in 2022.

Year 2- **38%** of SEND children achieved expected in reading compared to 26% national in 2022

38% of SEND children achieved expected in writing compared to 17% national in 2022

67% of PP children achieved expected in maths compared to 29% national in 2022

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Children's social and emotional needs will be well supported

-Children will have access to rapid support providing them with the tools they need for good mental health.

All children had access to weekly emotional check ins where they were able to discuss their emotional needs and receive immediate support where necessary which provided them with the tools necessary to succeed. All children received weekly PSHE sessions including Emotional ABC sessions, Jigsaw sessions and KidSafe sessions in Year 2. These sessions provided children with the vocabulary needed to discuss varying emotions. They provided children with tools that would support them in varying scenarios and ensured they had the knowledge needed to keep themselves safe. Emotional coaching from Magic Mel and Tess (Connect3Coaching) ensured that children developed resilience and confidence and developed an understanding of their own and other's emotions. All children who received emotional coaching made at least expected progress in this area.

Parent's needs will be well supported

-School will adapt communication styles to meet parent's needs and engage them, enabling parents' to access support.

Tapestry is used throughout the school as a successful means of communication with parents which allows them to access care plans for their children as well as providing them with a communication tool between home and school.

Communication regarding children with SEND was further improved by the introduction of 'Provision Map' which allows parents/carers to access their child's IEP and information about additional support packages from home. Parents/carers are now more involved in their child's learning journey through the use of Provision Map and learning support is now tailored more closely to children's needs because of this.

Coffee mornings and Toddler groups have been introduced to further break down barriers and aid communication between home and school which provides school with an opportunity to meet parent's needs beyond school.

Family learning courses are provided within school time to ensure that parents/carers can access this supportive tool.

Children will make age appropriate progress

-Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication

All class teachers and support staff were provided with the training and tools necessary to ensure that all children were given timely and effective interventions. Interventions were consistently monitored and were fluid in the support provided to allow children to achieve and succeed. This meant that...

80% of PP (non-SEN) children achieved Good Level Development in Reception.

92% of PP children passed the Phonic Screening Check compared with 71% national in 2019.

Year 2- 80% of PP children achieved expected in reading compared to 62% national in 2019

- **61%** of PP children achieved expected in writing compared to 55% national in 2019
- **78%** of PP children achieved expected in maths compared to 62% national in 2019

Children with SEND will learn and progress

-Children will overcome barriers which prevent them from making progress.

All class teachers and support staff were provided with the training and tools necessary to ensure that all children were given timely and effective interventions. Precision teaching was used as an effective tool to ensure that gaps in learning

were reduced. Interventions were consistently monitored and were fluid in the support provided to allow children to achieve and succeed. This meant that...

68% of SEND children passed the Phonic Screening Check compared with 43% national in 2019.

Year 2- 73% of SEND children achieved expected in reading compared to 30% national in 2019

- **58%** of SEND children achieved expected in writing compared to 22% national in 2019
- **75%** of PP children achieved expected in maths compared to 33% national in 2019

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/2021 suggested that the performance of some disadvantaged pupils were lower than in the previous 2 years in some of the key areas of the curriculum. However, in 2020/2021 91% of disadvantaged children in Year 1 made expected progress in writing which was higher than in 2019.

By the end of Year 2, out of the 6 children who accessed intervention groups to support them with maths, 5 of these children achieved age related expectations.

By the end of Year 1, 92% of PP children made expected progress in reading, 83% of PP children made expected progress in writing and 74% of PP children made expected progress in maths. The progress of disadvantaged children in reading was 11% higher than that of all other children. In year 2 100% of PP children made expected progress in maths which was 11% higher than that of all other children.

Despite being on track and achieving some of the intended outcomes set out in 2020/2021 not all of these were fully met. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 and the result of the school closures as well as repeated partial school closures. As a result of this our disadvantaged pupils were not

able to fully benefit from the improvements to quality first teaching as well as targeted interventions as we had intended. However, during these full and partial school closures we adapted our teaching and learning in order to support our disadvantaged pupils and their families at home. We ensured that school laptops were given to any disadvantaged child so that they were able to access the home learning as well as the live lessons via Zoom. We sent food parcels to these families as well as completing home visits with resource packs such as paper, pencils, rubbers etc. We kept in touch with our disadvantaged families through weekly phone calls and offered varying levels of support to meet each families needs. 1:1 interventions were given to children via Zoom so as to maintain a high quality curriculum. Once schools were allowed to open up as a hub we ensured that every disadvantaged child was offered a place in our school in order to maintain high levels of learning.

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
Read Write Inc	Read Write Inc
Accelerated Reader	Renaissance
NELI	Nuffield
Emotional ABC	Emotional ABC
Doodle Maths	Doodle

Purple Mash	2SIMPLE
Amaven (PE)	Amaven
CUSP	Unity Schools Partnership
LLL Hanen	Hanen

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had 2 pupils with service premium in the last academic year. Funds were put towards providing 1:1 coaching and small group MHWB coaching where required.
What was the impact of that spending on service pupil premium eligible pupils?	Children received direct support through our Universal, Focused and target MHWB support. Children gained tools to support their emotional development and needs.

Further information (optional)

As we are a mental health school we have a strong focus around the mental health and wellbeing of all our pupils and staff. We offer universal support as part of the curriculum and all our staff are highly trained and are able to offer support for mental health and wellbeing. We also have 12 youth mental health fully trained members of staff who are able to offer support and advice as well as all senior teachers have been further trained as Mental Health Champions. As part of our focused support each week in class we follow the Emotional ABCs programme which gives the children the vocabulary and understanding they need to talk about their emotions and how they are feeling. Children also complete weekly wellbeing check ins to say how they are feeling and staff constantly monitor these to ensure children who are not feeling happy or calm are given the time to discuss their feelings. Targeted support is also offered through the use of external providers Relax Kids, ELSA's and Connect3Coaching in order to give children the strength, courage and resilience needed to support and develop their emotional health and wellbeing.

We also spent time researching the work on Rosenshine's Principles in Action and the importance of effective questioning ensuring that all children are asked questions which allow them to think aloud and to connect new learning to prior learning. Questioning is used to develop retention of knowledge as well as retrieval. As part of this we researched more into looking at sequential knowledge in the curriculum as well as direct and explicit teaching of vocabulary to help develop quality first teaching and learning. This is now feeding into our work on oracy and metacognition.

We are an outward facing school with two teachers working directly for the Maths hub supporting other schools and one member of SLT has worked previously for the English hub. We also have one member of staff who is an early years expert working for the DFE. The headteacher is an advisor for the Local Authority and an OFSTED inspector. This expertise has a positive impact on teaching and learning as they share their ideas here at Kingmoor.