

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	Review Sept 2022
School name	King Offa Primary Academy	
Number of pupils in school	439	414
Proportion (%) of pupil premium eligible pupils	145/439 (33%)	127/414 (30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	November 2021	September 2022
Date on which it will be reviewed	September 2022	September 2023
Statement authorised by	Natasha Baker	
Pupil premium lead	Kirsty Smith	Rebecca Irving
Governor / Trustee lead	Anne McWilliams	

Funding overview

Detail	Amount	Review Sept 22
Pupil premium funding allocation this academic year	£ 172,160	£173, 125
Recovery premium funding allocation this academic year	£ 18,560	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£ 190, 720	£191,250

Part A: Pupil premium strategy plan

Statement of intent

At King Offa Primary Academy, our intent is for *all* pupils to have the opportunity to learn, achieve and excel in a safe environment that is stimulating and caring regardless of any barriers. Our pupil premium strategy will ensure that *all* pupils have access to high quality teaching and resources, robust assessments and the use of wider and targeted support. This could be from within the Trust, through EIP and other Bexhill schools, outside agencies and other professionals. Our key values, priorities and principles are aligned within our School Improvement Plan. We believe that *every* child should leave King Offa being Knowledgeable, Safe, Healthy and Equal.

We aim for our PP children to have a wide range of activities and opportunities that can enrich and improve their experiences of school life. It is important that they are healthy physically and mentally and will benefit from access to a wide range of opportunities such as additional physical activity, healthy choices, wrap around care and other such possibilities that will improve their wellbeing.

It is paramount that our PP pupils attend school regularly and are ready to learn both as this will ultimately have a positive impact on the progress, academic achievement and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Poorly developed English and mathematic skills that prevent pupils achieving fluency in these subjects and hamper progress in the wider curriculum (Limited early language experiences impacting on both personal and academic progress)
2	Disadvantaged children are less likely to have the support at home to fill gaps and therefore school attendance is paramount
3	Parental engagement is difficult with some parents of PP children
4	Limited out of school experiences and opportunities

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	Review Sept 2022																																			
<p>To provide additional support for disadvantaged pupils in early reading, writing and mathematics which therefore improves the outcomes in these core subjects</p>	<p>RWI is established and pedagogy/assessment is consistent And therefore increases the percentage of all children including PP pupils to achieve at least national average progress in reading, writing and maths. Including DSR, DR and NELI</p>	<p>RWI Data EYFS – 86% Year 1 – 47% Year 2 – 75%</p> <p>Pupil Premium Children Whole School Data</p> <p>EYFS 16 chn 27% 38% GLD</p> <table border="1" data-bbox="957 864 1500 1169"> <thead> <tr> <th></th> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>23 chn 38%</td> <td>46%</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>22 chn 37%</td> <td>32%</td> <td>32%</td> <td>50%</td> </tr> <tr> <td>Year 3</td> <td>14 chn 24%</td> <td>59%</td> <td>47%</td> <td>77%</td> </tr> <tr> <td>Year 4</td> <td>20 chn 38%</td> <td>50%</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>Year 5</td> <td>18 chn 30%</td> <td>56%</td> <td>56%</td> <td>67%</td> </tr> <tr> <td>Year 6</td> <td>26 chn 31%</td> <td>32%</td> <td>46%</td> <td>64%</td> </tr> </tbody> </table> <p>8 EYFS children have accessed the NELI program. 4 EAL, 4 PP and 1 SEN. They continue to work on this in Year 1. Year 1 TA's are being trained to deliver the course.</p>			R	W	M	Year 1	23 chn 38%	46%	56%	50%	Year 2	22 chn 37%	32%	32%	50%	Year 3	14 chn 24%	59%	47%	77%	Year 4	20 chn 38%	50%	50%	86%	Year 5	18 chn 30%	56%	56%	67%	Year 6	26 chn 31%	32%	46%	64%
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<p>Disadvantaged pupils attendance is improved</p>	<p>Reduction in persistently absent pupils Percentage attendance improved Improved access to the curriculum Reduction in ESBAS referral for attendance Parents feel confident in supporting their children with school Parents communicate</p>	<p>Whole school attendance Currently 94%. Persistent absence 24.6% AO Meetings are arranged with parents. ESBAS have provided a Threshold for core and traded attendance. Early intervention and attendance support documents/flowchart. These are used weekly by the AO. Tracking sheet is set up to provide an overview of additional and historical information for individual children.</p>																																			



	<p>effectively with the Attendance Officer.</p> <p>Nurture, Wellness %s have differed because of Covid.</p> <p>Currently if attendance is below 90% it would flag concern and be on county radar.</p> <p>ESBAS have changed the criteria for attendance from Sept 2022.</p>	
<p>PP children are able to better understand their needs and barriers in order to regulate their emotions and be ready to learn in the school environment</p>	<p>Continue to improve and strengthen the pastoral support available to pupils and families and therefore increase parental engagement</p> <p>Personalised support plans for individual pupils/small groups of pupils who have difficulty in thriving in mainstream schooling are in place and these pupils are making good progress with nurture provision.</p> <p>Disadvantaged pupils are ready to learn and can deregulate when appropriate.</p> <p>Nurture coffee mornings are well attended.</p> <p>Level 2 Keyworker referrals are made swiftly to support families.</p> <p>Reduction in fixed exclusions (both internal/external)</p>	<p>9 referrals from school to L2KW from September 2021 and July 2022</p>
<p>Ensure that PP pupils have the access to attend extra curricula activities and enrichment</p>	<p>Extra curricula activities are well attended by PP</p>	<p>PP children have funded places for wrap around care, clubs, music lessons.</p>



activities	pupils Pupil voice demonstrates the impact of these experiences Parents feel well supported through times of financial crisis	Food vouchers are provided to vulnerable families
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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: **£115,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September 2022
<p><i>High quality teaching for all pupils</i></p> <p>All class teachers and support staff to be trained to teach RWI DSR DR and NELI (EYFS)</p> <p>Maths and English (reading, spelling and writing) are high priority on school improvement plan and PD plan (Professional Development)</p> <p>Increase staffing levels to allow for effective intervention/catchup programmes for disadvantaged pupils who are at risk of underachievement</p> <p>Pupil progress meetings</p>	<p>CPD – RWI (Read Write Inc) EYFS/KS1 staff are fully trained and continue PD opportunities fortnightly (commitment to resources £2, 809 for term 1 for example)</p> <p>Forums, EYFS hubs and additional training</p> <p>Leadership time for RWI team teaching, resourcing and assessments</p> <p>Recruitment- 1x Phonics TA (1:1 Phonics tutor for 4 afternoons per week)</p> <p>Maths leader interventions (maths Mastery)</p> <p>Reading Recovery and Daily Supported Reader (DSR) lead : (Baseline assessments/setting up interventions/ongoing assessment/providing staff with training and tracking vulnerable pupils</p> <p>Teacher cover -CPD opportunities and training (NELI)</p>	<p>1, 3</p>	<p>Staff have weekly PD sessions from the RL.</p> <p>Resources are used effectively in the classroom and for home learning</p> <p>The RL is given time out of class each week.</p> <p>TAs were used to provide 1:1 tutoring although staff absence was a major factor.</p> <p>Maths Leader attended training courses and fed back information to staff.</p> <p>RR leader graduated. DSR training sessions were run by Hackney Learning Trust.</p>

	<p>Dedicated pastoral leader role / strengthen nurture staff team and training</p> <p>Records of interventions, monitoring and evaluations will allow teachers and TA's to be fully aware of additional needs and requirements within their class</p> <p>Data shows that children with high attendance make the most progress in schools</p>		<p>Support plans for Boxall's last year - 34 Children who attended Gatehouse last year - 35. 22 of these were PP</p> <p>Boxalls completed over the whole school last year was roughly 200</p>
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	Key workers deployed to support pupils who's attendance is below expected levels	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 64, 047**

Activity	Evidence that supports this approach	Challenge number addressed	Review 2022
<p><i>Additional TA</i></p> <p><i>Reading recovery and DSR lead</i></p> <p><i>NELI (Nuffield Early Language Intervention)</i></p> <p>Nurture provision/ Boxhal/Safeguarding</p>	<p>Recruitment- 1x Phonics TA (1:1 Phonics tutor for 4 afternoons per week)</p> <p>Reading Recovery and Daily Supported Reader (DSR) lead : (Baseline assessments/setting up interventions/ongoing assessment/providing staff with training and tracking vulnerable pupils</p> <p>Additional TA training during the holidays (paid)</p> <p>Class teacher cover for 4 hours of training</p> <p>Personalised support for individual pupils/small groups of pupils who have difficulty in thriving in mainstream schooling</p> <p>AAT Behaviour, Nurture and Well-being lead</p> <p>Dedicated DDSL time within Pastoral role</p>	1,3	See Above Data

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

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<p>Nurture provision/ Boxal/Safeguarding</p> <p>Pastoral team deployed to support identified PP children</p> <p>Improve Mental health and wellbeing</p> <p>Sports events promoted and offered to PP children</p> <p>Access to clubs and events – targeted at PP children</p> <p>Residential trips and curriculum trips costs reduced for PP families and events</p>	<p>Personalised support for individual pupils/small groups of pupils who have difficulty in thriving in mainstream schooling</p> <p>AAT Behaviour, Nurture and Well-being lead Dedicated DDSL time within Pastoral role</p> <p>Providing safe environment, wrap around care (breakfast and after school provision) , uniform etc</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment and interest in school. (Ofsted focus on building cultural capital and developing children knowledge)</p>	<p>2,3,4</p>	<p>Support plans for Boxall's last year - 34 Children who attended Gatehouse last year - 35. 22 of these were PP</p> <p>Boxalls completed over the whole school last year was roughly 200</p>
<p>Attendance Officer to report on absences to county at start of new academic year – highlight PP children for SLT</p> <p>Monitor these children and work with families to support being at school on time and in every day</p> <p>Incentives/rewards/ flexible timings to support lateness</p> <p>Home learning (ICT/Paper resources)</p> <p>Pastoral team</p> <p>SLT Home visits/welfare checks</p>	<p>Data shows that children with high attendance make the most progress in schools</p> <p>Key workers deployed to support pupils who's attendance is below expected levels</p>	<p>2,3,4</p>	<p>See Above</p>



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Total budgeted cost: **£ 191, 487 (£676 over budget)**

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 2021 -2022 academic year.

The data for the academic Year 2021-2022 shows that there is a need to continue the funding and additional support for disadvantaged pupils. The focus will now move to our Year 2 and 3 pupils who are working below ARE. Assessment for phonics is consistent and evidence shows that it is used to inform planning and pupil progress meetings (streamlining groups etc.) Year 1 and 2 will be streamlined from September 2022. RWI lead has leadership time each week and this has allowed time for team teaching and modelling of lessons, lesson drop ins and training for staff that require additional support. This increased teacher confidence. The RWI lead has also been able to meet with our RWI expert and link advisor, plan a developmental day and review the action plan with clear steps for the next academic year. Despite the strong leadership the PSC data for Year 1 was below national average. The lowest 20% of KS1 pupils are receiving precision 1:1 teaching. Additional TA- allows for Interventions to be in place for pupils well below and below the age related expectation and has a role of phonics 'tutor.'

The Key challenges remain a focus for our disadvantaged pupils; as we move into the 2022-23 academic year we will build upon the successes that have been achieved and strategies that are in place.



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