

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingfisher CE Academy
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2025
Statement authorised by	Ms Sharon Bishop Headteacher
Pupil premium lead	Ms Sharon Bishop
Governor / Trustee lead	Rachel Surch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,080

Part A: Pupil premium strategy plan

Context

Kingfisher CE Primary Academy is a Church of England school, which has been open since September 2021, in Wichelstowe, Swindon. Wichelstowe is a new development on the outskirts of Swindon. The school is part of the 'The Park Academies Trust'. The school is situated on the same Campus as the Deanery Secondary School, and as the development continues to grow our demographic and intake continue to change. We are broadly in line with national number of disadvantaged learners, EAL learners and a high percentage of SEND. There are higher levels of disadvantaged pupils which are not reflected in the official data.

The school opened to a PAN of 15 (our current year 3). As a new school, this year group has a significantly high level of additional needs. Our PAN for Y2 is 30 (currently we have 18 from Jan) and our PAN for Year 1 & Reception is 60 (Neither cohort is full). We currently have a Nursery provision from 2 years old. Current school total = 109 on roll. Kingfisher will grow to be a 2-form entry school, with a Nursery provision from 2yrs old through to Year 6.

The proportion of learners who are disadvantaged is in line with the national average (28%).

Statement of intent

Our Objectives:

- Provision of consistent high-quality teaching for all pupils.
- Early identification of potential barriers to learning
- Effective partnership with parents in supporting their children
- To accelerate the progress our disadvantaged learners, make across the curriculum, including progress for those who are already high attainers.
- To close the gap in attainment and progress that exists nationally between disadvantaged and non-disadvantaged learners
- To build the resilience of disadvantaged learners, and to foster within them the curiosity, creativity and confidence they need to flourish

Principles

Our strategy to tackle disadvantage is informed by educational research and best evidence informed practice. We have aligned our approach to the recommendations in the EEF's guide to pupil premium strategy.

Our Pupil Premium funding allocation is directed in a way to maximise its impact on the greatest possible number of students. It is centred around the belief that quality first teaching is the best way to ensure all pupils make good progress.

We invest in high quality, evidence-informed continual professional development for all staff.

We aim to identify barriers to learning at an early stage, and put into place effective intervention strategies for students who begin to fall behind (academic and otherwise)

We ensure all pupils have access to a wide range of rich and diverse curriculum opportunities and experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantages.

The approaches we have adopted complement each other to help pupils flourish. This is achieved through creating high quality learning environments, supported by appropriated specialist emotional, behavioural and language-rich interventions.

Challenges

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

Challenge number	Detail of challenge
1	<i>Long term effects of COVID-19- lockdowns have disproportionately affected disadvantaged students, resulting in them being academically further behind their non-disadvantaged peers. Our Y3 students are particularly affected due to missing those early language developmental experiences before the age of 6 and an uninterrupted academic year at primary school or Nursery.</i>
2	<i>Oracy, phonetic knowledge and application are below across our Early Years cohorts, this is particularly pronounced in our disadvantaged students. This is of concern as consolidation of early language acquisition has long term impact to all learners outcomes.</i>
3	<i>Our disadvantaged pupils are more likely to have significant social and emotional needs, impacting on the readiness to learn. This can also have a negative impact on attendance</i>
4	<i>We have a significantly increasing proportion of EAL pupils in the school. Where this is linked with disadvantage those pupils are at greater risk of making insufficient progress compared with their peers.</i>
5	<i>Our disadvantaged pupils are likely to have lower access to wider cultural experiences. This are very important in supporting pupils' wider personal (and academic) development.</i>

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
Improve the oracy and literacy levels and reading ages of disadvantaged pupils.	Language and Communication age is within 1 year of chronological age. By the end of KS1 pupils' reading ages are at least within a year of their chronological age.
Close the disadvantage gap in phonics acquisition and application.	Progress data reported at 3 points throughout academic year show that disadvantaged students make at least the same progress as non-disadvantaged peers within little Wandle data analysis.
Increase resilience of disadvantaged students and their engagement with education.	Lesson observations and behaviour for learning data show that levels of resilience and engagement of disadvantaged students is in line with their non-disadvantaged peers
Improve pupil confidence and progress in mathematics, with particular emphasis on developing reasoning and mastery skills.	All pupils make good progress in maths by the end of KS1 from their starting points. Children build on these skills through KS2, this is evidenced in end of year data in Y3
Pupil welfare and social and emotional needs are being met and self-esteem is improving.	ELSA provision will provide strategies that will support PP children in greater involvement in lessons at the correct level of challenge with adaptations. Attendance of PP pupils will be in line with non-PP

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>External Support to address Communication and Language in EYFS</i></p> <p><i>SALT specialist support, (Colourful Semantics) Early identification of language delay.</i></p> <p><i>Support for staff in developing strategies to meet the needs of EAL learners</i></p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	<p>1, 2, 3, 4</p>
<p><i>Release time for SENDco, Deputy Headteacher and subject leaders to</i></p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>EEF Maximising Teaching</p>	<p>1, 2 & 3</p>

<p><i>monitor and support staff in developing Quality First Teaching across the curriculum</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number being addressed.
<p><i>Literacy and language interventions across EYFS and KS1</i></p>	<p>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 background</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	<p>2 & 3</p>
<p><i>Effective deployment of TA to support NELI, Numbersticks, Keep up (Little Wandle)</i></p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	<p>1, 2 & 3</p>
<p><i>Employment of TA to deliver small group support</i></p>	<p>The EEF encourage the use of TA for small group work, and recognise the positive impact they can have on student progress.</p> <p>“The average impact of the deployment of teaching assistant is about an additional four month’ progress over the course of a year”</p> <p>‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.</p>	<p>1, 2 & 3</p>



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

Budgeted cost: £ 6,080

Activity	Evidence that supports this approach	Challenge number (s) addressed
Trips and visits subsidy	<p>Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.” - EEF.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	1, 4, 5
Play therapy, NELI & Arc, School of Solutions	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</p>	3, 4 & 5
Support for pupils to attend extracurricular activities	<p>“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.</p>	5

Total budgeted cost: £ 31,080

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 2023 to 2024 academic year.

Challenges 1&3: Speech & Language: wider attainment

Kingfisher bought time and expertise of the Educational Psychologist Team to develop a language and communication. Development of language environments, language interactions and language opportunities. The impact on learners has been 88% of learners achieved GLD in Communication and Language in 2024. Environments across the school improved in language content and purpose as evidenced in Reviews, Visitors feedback and learners' engagement in the environment. Language interactions improved between adults and learners seeing improvement in verbal sentence construction and non-verbal children repeating back phrases and words.

Challenge 2: phonics/early literacy

Phonics 'keep up sessions' delivered by our Reading Champions saw an improvement in the 'Little Wandle' data completed every 3 weeks. The additional practice and embedding of the phonics supported children in reading and writing. The introduction of Number stacks intervention saw an improvement in fluency in number.

Challenge 4,5: social and emotional needs; wider personal development

Kingfisher was able to support the training of two members of staff in ELSA (Emotional Literacy Support Assistant) who can work children on a one-to-one level to support their emotional needs and communication. In the longer term more children will be able to access this provision as the staff are now trained and there is succession planning in place. Attendance for PP children improved from 90% in 2021-22 to 95% in 2022-23, children were more generally more confident and enjoy coming to school. The December 2024 Parent survey said that 87% of the respondents strongly felt their child was happy at Kingfisher. Specialist training from Behaviour support provided staff with strategies and routines to help regulate children who become anxious and dysregulated. Although these strategies do not work for all, generally across our PP children (who don't have more complex needs) we saw improvement in behaviour for learning and attitudes to learning. This was evidenced in school reviews and learning walks carried out by the Trust and Academy Council. Overall we feel that we are on



track to achieve our outcomes. Crucial to our success will be the continued recruitment and development of high quality staffing.

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
<i>Music Lessons</i>	Music Cooperative



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.