

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	King's Wood School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	33% (159 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2022
Date on which it will be reviewed	April 2024
Statement authorised by	
Pupil premium lead	Kate Cooper
Governor / Trustee lead	Caroline Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Recovery premium funding allocation this academic year	£25,522
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	£198,647

Part A: Pupil premium strategy plan

Statement of intent

At King's Wood School, our aim is for all children to have high aspirations and become engaged learners. We provide the children with the opportunities they need to develop the important skills which support them to become good citizens. Pupils who are in receipt of the Pupil Premium funding often face many challenges but we believe that irrespective of background, every child has the ability to achieve and no limits should be placed on learning.

Our expectation is that all children are included and challenges are set to ensure that children embrace learning so that high expectations are met. We offer a broad curriculum and provide a range of activities to ensure that our children access a rich environment which also develop their language and vocabulary skills.

Challenges

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

Challenge number	Detail of challenge
1	Although our attendance figures have improved since the year before last, figures show that our disadvantaged pupils have a lower percentage of good attendance compared to their peers. In 2023/2024, 36% of PP pupils had an attendance of 95% or more compared to 53% of their peers In 2022/2023, 34% of PP pupils had an attendance of 95% or more compared to 49% of their peers
2	A significant proportion of PP pupils are behind in their learning. Some have additional SEND and/or EAL barriers.
3	PP pupils who have been working at ARE do not always maintain the standard when they transition Key Stage or year group.
4	It is challenging for some families to provide a rich home learning environment with access to a wide range of resources, visits to places and events, opportunities to develop speech and language, and plentiful attention.
5	A number of our pupils present as tired / hungry / unkempt and do not always have suitable clothing. In the current climate, these issues are likely to become worse.
6	A significant number of PP pupils experience social and emotional difficulties and are in need of nurture and pastoral support. In some cases this does include issues linked to mental health. In some cases, this means that pupils do not always know how to show good learning behaviour.

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
To reduce the gap between PP and non-PP pupils for attendance and punctuality so that they keep up with their learning.	For the number of PP pupils who do not attend at least 95% of sessions to reduce. For the number of PP pupils who are regularly late to school to reduce.
For PP pupils with EAL or SEND to make good progress.	A greater proportion of SEND or EAL PP pupils to make expected or better progress.
To accelerate the progress and attainment of all PP children	To have progress measure KS1-2 PP as 0 or above for pupils who have been at ARE in their previous KS or Year Group.
A broad and exciting curriculum and access to a wide range of enrichment activities	To ensure all PP children participate in enrichment activities <ul style="list-style-type: none"> ● Club attendance ● Participation in school visits ● Participation in workshops and extra-curricular opportunities ● Access to high quality reading material through magazine subscription.
School to support families who struggle to find the resources to provide basic food / clothing for their children.	Inclusion team to work with families where issues of deprivation are evident and offer support which can include limited provision of food and clothing.
To reduce instances of poor or unsociable behaviour and to develop resilience and self-esteem.	SDQ/Boxall profiling/pupil observation/behaviour records indicate improvements in pupil's emotional well-being.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further assessment tools for English and maths are used to screen pupils in KS1 and with low attaining pupils in KS2 to ensure that they are making progress and to help teachers identify gaps in knowledge and	Identifying basic gaps in knowledge / understanding supports teachers to deliver suitably differentiated or scaffolded work. Measuring smaller steps of progress means that next steps are more clearly identified.	2

<p>understanding. These include:</p> <ul style="list-style-type: none"> ● Language Link 		
<p>Ensure a broad and balanced curriculum for all, with appropriate balance between intervention and access to all subjects. Afternoon interventions are, as far as possible, based on a 'Keep up' approach, enabling learners to secure key objectives from the Maths / English lesson in the morning. These should not take the whole lesson so that children are not prevented from accessing the full range of subjects.</p>	<p>All children, regardless of prior attainment and ability, should experience a full and rich curriculum. However, those who need it should have support to plug gaps in knowledge and understanding so that they begin to catch up.</p>	2
<p>LSA deployment takes account of the PP pupils in class to ensure that they have support as needed.</p>	<p>Research shows the importance of clear deployment of LSAs.</p>	2
<p>Investment in CPD and resources to support pupil engagement and assessment for learning so that children enjoy learning and teachers can identify gaps to address. This includes working with Clare Gadsby and making use of Talk Less Teaching approaches.</p>	<p>Pupils who are engaged and motivated will make better progress. If teachers spot and address gaps in learning quickly, pupils are better able to confidently build new learning onto prior learning.</p>	3
<p>A strong focus on the teaching of high quality vocabulary for all pupils. Ensure that pupils are exposed to rich language and learn the etymology of words based on the work by Alex Quigley.</p>	<p>Children who are exposed to rich language and engage in conversation are more likely to have a higher reading age than their peers.</p>	4
<p>Emphasis on wellbeing and mental health in the curriculum - particularly in PSHE - so that children have the opportunity to think about, and discuss, issues such as mental health difficulties at home, bullying, online safety, keeping safe, being physically active. Resources such as the PSHE</p>	<p>Since returning from the pandemic, it is evident that pupils' wellbeing and resilience have been affected.</p>	6

Association materials support this learning.

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Plans to improve PP attendance and punctuality:</p> <ul style="list-style-type: none"> ● HT and attendance officer target any pupils whose attendance is below 95% or who are persistently late to school though traffic light letter, 1A letter, PCM and as a last resort, fining. ● FLM and nurture team target pupils with low attendance for parent support, home visits and nurture ● PP allocation includes contingency fund to help parents with acute barriers to good attendance (e.g. transport) ● SLT, Nurture staff and Attendance officer are visible at school drop off and challenge lateness 	<p>Good attendance leads to improved outcomes. Children are safest in school, especially where there may be safeguarding concerns</p>	<p>1</p>
<p>Year 6 pupils are assigned as reading champions to read with younger pupils to encourage a love of pupils.</p>	<p>Peer to peer support is shown to be effective. Exposure to a wide range of texts helps children to discover what they enjoy listening to and reading.</p>	<p>2</p>
<p>PP pupils with good prior attainment are monitored closely to ensure that they do not slip through PP Pupil Progress Meetings. Where gaps emerge, there are various resources and strategies in place to support including:</p> <ul style="list-style-type: none"> ● PiXL ● Booster groups ● Tuition ● Interventions ● Doodle ● My Maths 	<p>Early intervention when gaps emerge is more effective than intervening later.</p>	<p>3</p>

<p>Increase children's enjoyment and engagement with reading</p>	<p>Magazine subscriptions to ensure a range of reading texts available in every classroom which appeal to a wide range of interests. Storytime club (Lower KS2) using the storytime magazine resources and activities Decodable books linked to phonemes for older pupils to support engagement with phonics in KS2 for those pupils who need it.</p>	<p>2&3</p>
<p>Ensure pupils go into class fed and prepared for learning.</p> <ul style="list-style-type: none"> ● breakfast club ● parenting support by FLM to ensure strict bedtimes 	<p>Pupils who come into school hungry or/and tired, struggle to focus.</p>	<p>5</p>
<p>Ensure that pupils attend school with adequate clothing.</p> <ul style="list-style-type: none"> ● funds allocated to provide items of clothing if needed. 	<p>Pupils who come into school with inadequate clothing are less able to concentrate due to being cold, wet or uncomfortable.</p>	<p>5</p>
<p>Enable pupils to have high self esteem, self confidence and good social skills. Enable parents to become more confident in providing an appropriate level of nurture for their children.</p> <ul style="list-style-type: none"> ● Social skills group ● emotional support programmes ● Cherry Trees ● Thinking Space ● Young carers ● Play therapy ● In class support ● Working with parents and families. ● Home visits ● Referrals to other agencies ● Parenting classes ● PAFT 	<p>Evidence shows that children who have more confidence and higher self esteem are more likely to make the most of learning opportunities.</p> <ul style="list-style-type: none"> ● Gains in social and emotional functioning are maintained over time by NG students (O'Connor and Colwell, 2002) ● Children who attended a NG had a significant chance of improving their learning and skills (Gerrard 2005) including language and literacy skills (Hosle, 2013) ● NGs resulted in improvement in behaviour and social skills (Cooper and Tiknaz, 2005) <p>Pupils with SEBD in mainstream classrooms improved in behavioural terms significantly better than pupils with and without SEBD attending schools</p>	<p>6</p>

	<p>that did not have NG provision (Cooper and Whitebread, 2007)</p> <p>Pupils are identified and referred to the inclusion team which runs nurture programmes and has learning support mentors. Groups are run weekly and in between as frequently as required.</p> <p>Progress will be monitored through a variety of means including SDQs, Boxall profiling, behaviour records and observation.</p>	
<p>Raise self esteem and confidence for targeted PP pupils by ensuring that they have an opportunity to develop a relationship with an interested adult who will advocate for them, support them and encourage them to develop aspirations.</p>	<p>Evidence from other local schools shows positive impact on wellbeing and achievement through mentoring.</p>	6
<p>Vulnerable Y6 pupils are supported to be ready for transition to secondary school to:</p> <ul style="list-style-type: none"> ● reduce risk of grooming to gang related activity ● reduce risk of exploitation ● reduce risk of school refusal <p>Learning mentors and FLM, in partnership with Wycombe Youth Action, police and local secondary schools, to run an enhanced transition programme for identified pupils.</p>		6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable pupils to enjoy learning, see its relevance and make better progress. Provide pupils with opportunities to help secure their learning. Provide a broad range of enrichment activities including:</p>	<p>Children that have exposure and opportunities to try new things become more confident in themselves and find out what they may have a passion for.</p>	4

<ul style="list-style-type: none"> ● forest school ● music service lessons ● theatre ● after school activities ● young voices choir ● clubs for year 3-6 to chat and craft ● sensory garden and outdoor classroom. 		
<p>For pupils in Year 6 to understand what is meant by positive body image and to know strategies to cope with the day to day influx of unhelpful messaging (e.g. through the media, social media, peer pressure).</p>	<p>It is known that children are at high risk of body dysmorphia and associated mental health problems because of pressure to conform to society's expectations around appearance.</p>	<p>6</p>
<p>To ensure that where mental health barriers exist pupils and their families are supported.</p> <ul style="list-style-type: none"> ● 1 mental health day ('Wow day') ● Ongoing support through inclusion team ● Support with referrals to CAMHS and paediatrics ● Develop outdoor classroom and sensory garden ● Ongoing delivery to staff of 'Step On' Norfolk Steps training to support pupils who have difficulties managing feelings and behaviours. ● Ongoing recruitment to contract the services of a suitably qualified and experienced clinician in children's mental health services to plug the gaps in provision through the inability for children to access CAMHS. ● CPD from a Tier 3 practitioner for nurture staff. ● Pupil and staff wellbeing are a standing item on the agenda of meetings of the Board of Governors who consider indicators such as levels of absenteeism and sickness, levels of behaviour incidents, and staff and parental feedback. ● FLO on counselling course 	<p>It is well documented that mental health issues are on the rise for young people and this has a devastating impact on all areas of life including education, particularly since the pandemic. Feedback so far has been extremely positive. As a school, we strongly believe that all behaviour is communication. The Norfolk Steps approach allows us to explore underlying issues with children and to develop scripts which de-escalate behaviours and bring children out of crisis as kindly and quickly as possible. Waiting lists for pupils in need of Tier 3 CAMHS support are very long and because of specific criteria, these services are not available at all for some pupils with high levels of need. Governor interest in this aspect of school life highlights the importance of this issue within school leadership and holds the school to account to do our utmost to support children's wellbeing.</p>	<p>6</p>

Total budgeted cost: £ 183,000

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 2022 to 2023 academic year.

Strategy	How effective?	Impact	Continue / change / stop?
Further assessment tools for English and maths are used to ensure progress is being made pupils with LPA/SEND whose small steps of progress are not captured in the school tracking system.	Small steps of progress are measured detailed gap analysis issued to inform small step targets on pupils learning plans.	Test data is used to make pupils targets more precise.	Continue with MALT and NGRT Replacing PiXL with Smartgrade (Headstard reading and White Rose Maths)
Ensure a broad and balanced curriculum for all with an appropriate balance between intervention and access to all subjects. LSA deployment.	Effective	Book sampling and learning walks show that pupils gaps are being plugged and LSAs are based mainly in class supporting pupils. Interventions are short and only happen when necessary.	Continue
Investment in CPD to support pupil engagement and assessment for learning.	Effective	Learning walks and work sampling show that vocab is being used more confidently and AFL techniques are being used by teachers to support learners.	Continue
A strong focus on teaching of high quality vocabulary for all pupils.	Effective	Learning walks and books show a better use and understanding of vocabulary by pupils.	Continue
Emphasis on Wellbeing and Mental health in the curriculum. (New PSHE)			This is to start Jan 24'
Attendance and punctuality strategies	Variable	Attendance dipped, partly because of covid related absence / bubble closure and related anxiety about attending school.	Continue. Strong links between families and FLM ensure more barriers to attendance are being removed.

		There are a number of PP families with persistently poor attendance / punctuality. Number of pupils with good attendance is increasing since Covid	
Support PP pupils to make faster progress in order to catch up.	Variable as it is hard to know if these alone help or if they work in conjunction with other strategies.	PP pupils attainment gap closes throughout their journey at King's Wood School.	Continue
Reading champions	Effective	Feedback from pupils and champions is positive. Children like the chance to listen to a story and learning new words. They said they are more confident with understanding stories.	Continue
Ensure pupils who are at ARE maintain or accelerate their rate of progress	Effective	PP Pupil Progress Meetings ensured that these pupils were tracked and highlighted to teachers, who were made specifically accountable for their progress. Average % of children maintaining ARE from Yr1-6 - R-66%, W-58%, M-60% Where children did not maintain ARE, there are legitimate reasons.	Continue
Magazine subscriptions	Effective	Pupils said they enjoy the magazines. They like the facts, cartoons and the fact that they teach you new things. Majority of pupils do not have access to magazines at home.	Continue
Contingency fund (e.g. for transport, uniform, food, fuel)	Effective	Pupils were able to attend school when home circumstances were difficult because they had access to the resources they needed.	Continue
Nurture support	Effective	Boxall profiling, SDQs and pupil / parent voice all show that children benefit from nurture and enjoy participating in it.	Continue
Mentoring / PP Champions	Effective	Questionnaire shows that children find their sessions helpful, and would like to continue. CPOMs disclosures sometimes arises from these sessions.	Continue

Enhanced transition for Y6	Effective	Pupils positively engaged in transition work.	Continue
Extra curricular activity and enrichment opportunities	Effective	Pupils have access to a wide range of experiences they may not otherwise be exposed to. Many pupils take part in these activities and enjoy them.	Continue
For pupils in Year 6 to understand what is meant by positive body image.	Effective	Pupil voice shows that pupils had a better insight into body image and links to social media.	Continue Provide a session for the boys as well as the girls next year.
To ensure that where mental health barriers exist, pupils and their families are supported.	Effective so far but further work needed	Some of the planned work has happened and has created opportunities for children and families to engage positively with each other and with school. There have been limitations because of unavailability of resources (e.g. CAMHs; Tier 3 counselling). FLO is now attending counselling course.	Continue

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
Forest School	Chiltern Rangers
Bikeability	Club Sport
Year 6 Body Image workshops	Wycombe Youth Action