

Pupil Premium Strategy Statement 2021-2022

Kingfisher Hall Academy

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	Kingfisher Hall Primary Academy
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	2019 – 2022
Date on which it will be reviewed	01 September 2021
Statement authorised by	01 July 2022
Pupil premium lead	Lawrence Desouza
Governor / Trustee lead	Tony Themia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,946
Recovery premium funding allocation this academic year	£ £18,460
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	£209,406

Part A: Pupil premium strategy plan

Statement of intent

At Kingfisher Hall we believe that teaching and learning opportunities should meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We fully understand that children's emotional needs are barriers to learning and we prioritise children's mental health and wellbeing.

We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged; this will not however exclude any of those who qualify for the Pupil Premium.

All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers or narrow the attainment gap.

Provision

The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above
- Mentoring and counselling where needed
- Working closely with the families of pupils in order to provide a network of pastoral support rather than just academic tuition.

Challenges

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

Challenge number	Detail of challenge
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1	<i>Our pupils live in a ward of Enfield where 40% of families are living in poverty (Enfield Poverty and Inequality Commission EPIC)</i>
2	<i>Lost learning due to COVID lockdowns</i>
3	<i>Low baseline attainment on entry to the school</i>
4	<i>Low parental engagement</i>
5	<i>Attendance lower than the national average</i>
6	<i>49% of PP pupils also have English as an additional language</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
Improved academic outcomes	<i>Pupils attainment in Reading Writing and Maths will be in line with non PP pupils nationally, including pupils working at greater depth</i>
Improved Parental engagement	<i>Parents attend regular team meetings and support their child at home. Increase in the frequency of school visits</i>
Improved attendance	<i>Pupils attendance improves to be in line with that of non PP pupils nationally</i>

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: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High Quality Staff CPD to continue following the DFE teachers' CPD standards</i>	<i>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider (Education Policy Institute EPI)</i>	2,3,6
<i>Recruitment of experienced teachers</i>	<i>Research into improving organisations show that there has to be capacity from within to develop staff effectively</i>	2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly small group tutoring sessions run for targeted pupils by their teachers</i>	<i>EEF toolkit research show peer group work and quality feedback has a high impact on learning</i>	2
<i>Monthly tutoring sessions where parents attend with their children</i>	<i>EEF toolkit research shows that effective parental engagement can have an effect equivalent to 4 months more progress over the course of a year</i>	2,3
<i>Online tutoring for pupils and parents run by teaching staff</i>	<i>EEF toolkit research show peer group work and quality feedback has a high impact on learning</i>	2

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free places in wrap around care for disadvantaged children</i>	<i>Breakfast clubs can be a way of encouraging pupils to attend school and get in on time (DFE Report Breakfast Club Set Up and Implementation)</i>	5
<i>Free places in Enrichment Clubs for disadvantaged children</i>	National Centre for Education Statistics (NCES) show high correlation between extra curricular activities and pupil engagement	1,2,3

<p><i>Continue to work with the Felix Project to provide food hampers. Continue to work with community smiles to support the Ponders End Soup Kitchen</i></p>	<p><i>Maslow's Hierarchy of Needs show that unless a child's basic needs are met first then learning will not be able to take place. We prioritise supporting our families with food and clothing to ensure our pupils have their basic needs met.</i></p>	<p>1</p>
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Total budgeted cost: £ 209,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
National Tutoring Programme (NTP)	Step Teachers
RWI Phonics	Ruth Miskin

