

Pupil premium strategy intended outcomes

This details the impact that our pupil premium activity had on pupils in the 2024- 2025 academic year.

Intended outcome 1:

To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.

Success Criteria:

Increasing and sustained high attendance from 2024/25 demonstrated by:

- the overall attendance % for PPG and other vulnerable children of statutory school age is in line with national or above.
- the percentage of PPG and other vulnerable pupils who are persistently absent is in line with or below national average and for disadvantaged pupils it is in line with their peers.

Evaluation:

In 2024/25 attendance at King's Oak for our disadvantaged pupils (91 %) was in line with national PPG attendance (89.4%). Overall attendance at King's Oak (92 %) was lower than the national average overall which is 93.1 %.

National average for persistent absenteeism (attendance below 90%) was 13.5% for primary schools; at King's Oak, persistent absenteeism for PPG pupils was 36%. The national figure for disadvantaged pupils is currently unavailable for comparison.

The school's attendance policy was embedded by the Headteacher. Regular meetings were held with the Education and Welfare Officer where a system of early intervention and communication with parents was established. Individual tailored support was offered to pupils (eg Nurture Breakfast Club, support from the Education Inclusion Service, funded places at Breakfast and After School Club) in order to support all children in coming to school.

The school was successful in achieving the Attachment Aware Award- Bronze level this year.

The focus for this was creating a sense of belonging for all pupils and developing attachment to the school with all families involved and part of their child's school journey.

Actions:

Further review and update of attendance policy in line with new government regulations.

Continue to develop strategies to address persistent absenteeism including regular meetings with Education Welfare Office, early intervention and communication with parents, attendance 'drop ins' signposting to outside agencies, regular communication with parents, individually tailored support for pupils when required.

Further develop a sense of belonging across the school by involvement in Attachment Aware Schools programme- Silver award.

To begin a bespoke project with the Educational Psychology Service on ERSA with a focus on disadvantaged girls in Years 4 and 5.

Intended Outcome 2:

To increase cultural capital for our disadvantaged pupils leading to greater engagement with the curriculum.

Success Criteria:

- Through book looks, focus groups, pupil and parent voice, class events and observations, pupils demonstrate knowledge of key aspects of local, national and global cultural capital through the curriculum.
- All children experience cultural capital through trips and activities and make links between these trips and activities and their class work.
- Children are able to talk about their experiences and how this links to their growing knowledge of the world.

Evaluation:

Recent book looks, pupil voice and other monitoring show that children are learning and remembering key aspects of local, national and global knowledge of cultural capital through the design of our curriculum. Almost all year groups visited a place of worship (different faiths covered) linked to their learning in RE; all PPG children accessed this. Class trips were linked to topics studied in science, history and geography in all year groups. Subject lead booklooks and pupil voice with children in receipt of PPG, evidenced key aspects of local national and global cultural capital are taught and the children are learning more and remembering more and they are able to talk about how their experiences link to their growing knowledge. The school supports all pupils to access the range of educational visits and extracurricular clubs that the school organises. The school ensures that each year group visits or has visitors into school, at least once per term. Most year groups have more educational visits than this.

Cultural capital has further been developed for the arts with theatre and live music as a focus. Most year groups visit the theatre throughout the year; all PPG children accessed this. KS1 teachers have developed this further through a 2 year teacher project with the Polka Theatre called 'Talking Tales' which has focused on children's oracy in KS1. Teachers have reported that this project has been extremely beneficial to the children with the focus moving towards vocabulary acquisition and development in their writing and across the curriculum.

Actions:

Educational Visits Coordinator and Subject Leads to continue to liaise with year group teachers to ensure that curriculum trips and other enhancement activities continue to be offered and cost-effective alternatives are sought for trips which have increased in price. All trips offered are under £10 per head, most are free, and subsidy is available for disadvantaged children. Cultural capital to be further developed through the second year of the project with the Polka Theatre- 'Talking Tales' with a further focus on children's oracy in KS1.

Intended outcome 3:

Improved oral language skills and vocabulary among disadvantaged pupils in order to further improve reading and writing.

Success Criteria:

- Assessments and observations indicate significantly improved oral language skills and vocabulary at the end of EYFS among disadvantaged pupils and throughout the key stages. This is evident when triangulated with other sources of evidence including: observation of lessons, pupil voice, teacher discussions and ongoing formative assessment.
- Greater comprehension in reading and higher levels of writing in KS1 and KS2 are evidenced in results including the % of PPG pupils making accelerated progress from their starting points.

Evaluation:

Writing book looks for children working at Expected or Greater Depth, across the school, show that the level of vocabulary in independent pieces of writing is consistently high. Teachers continue to plan for this through Close Reading (vocabulary acquisition) and English lessons and track this termly. This is then used by subject leaders when triangulated with other evidence.

Due to COVID there were no end of Key Stage 1 assessments. Therefore progress across the key stage and value added is not able to be calculated.

The percentage of disadvantaged children attaining the expected standard in reading at the end of KS2 was lower than the national for disadvantaged pupils. However, on closer analysis, the percentage of children just accessing the PPG (not PPG and SEND) was shown to be in line or above national.

This was the same in writing.

Actions:

Continue to embed the 'Re-igniting Writing' project by English Leads throughout the school. Continue to develop and monitor the use of subject-specific vocabulary across the curriculum. Oracy to be further developed through the 2nd year of a teacher project with the Polka Theatre called 'Talking Tales' with a focus on children's oracy in KS1.

Intended outcome 4:

Improved maths attainment for disadvantaged pupils at the end of KS2.

Success Criteria:

Improved KS2 mathematics attainment demonstrated by:

- KS2 mathematics outcomes will show that disadvantaged pupils will have made accelerated progress from their starting points.

Evaluation:

The percentage of PPG children who do not have SEND who attained the expected standard in maths at the end of KS2 was above the national for disadvantaged pupils.

Actions:

To further embed the NCETM's Mastering Number strategy in Year 4 and 5; targeted continued professional development for teachers across EYFS, KS1 and KS2 on elements of the mastery curriculum. For the Maths Lead and SENCO to implement a programme of staff CPD based on an approach developed by the London South-West Maths Hub SEND in Mainstream work group. The SENCO will support disadvantaged children in Year 6 with Maths - planning support and a cusp maths intervention.

Intended outcome 5:

Improved phonics attainment among disadvantaged pupils at the end of Year 1;
Improved knowledge of phonics across the school at all stages.

Success Criteria:

- Year 1 Phonics outcomes show that the % of disadvantaged pupils meeting the threshold is in line with or exceeding the national standard.
- Assessments and observations indicate significantly improved reading, spelling and writing as a result of greater confidence in using knowledge of phonics.

Evaluation:

Year 1 phonics outcomes for disadvantaged children (82.4%) exceed the National percentage for disadvantaged children (67%) which shows that disadvantaged pupils are targeted and supported well through Quality First Teaching and in the moment interventions are in place in order to achieve in line (or better) with their peers. The national average for non-disadvantaged pupils was 80%.

Actions:

Continue with the additional provision provided for targeted children in Years 1 and 2. Year 2 to continue with daily whole class phonics sessions and additional intervention groups to ensure that the children who did not meet the threshold in the phonics screening in Year 1 catch up. In order to increase prosody, PPG readers who are not fluent throughout the school are heard reading daily with a focus on fluency and automaticity.

Intended outcome 6:

To ensure that disadvantaged pupils with additional barriers to learning have their individual needs addressed.

Success Criteria:

Children will make at least expected progress from their starting points in reading, writing and maths demonstrated by:

- a robust, systematic approach to individual cases identifying any SEND, EAL or safeguarding needs.
- termly Pupil Progress meetings
- SEND support following the Assess, Plan, Do, Review model
- EAL assessment and intervention

Evaluation:

Data meetings are held at the beginning of September so that teachers and TAs know and are prepared to support disadvantaged pupils with additional needs in their classes. These children are a focus throughout the year through further data meetings, book looks, learning walks and pupil voice. These children are also tracked through teacher appraisals focusing on their progress and attainment.

All teachers monitor and track the progress of those children with English as an additional language termly. Robust intervention is in place weekly for any children new to English.

This year, 40% of our children who access the Pupil Premium Grant also have SEND.

Staff have worked with the Education Inclusion Support Service (EISS) and the Autism Advisory Outreach Service (AAOS) to support disadvantaged children with additional needs in engaging with their learning. This has been through telephone consultations, termly on-site clinics and referrals to the Early Advice and Intervention Panel (EAIP) The school has also accessed the High Complex Needs Support Package offered by Achieving for Children. This has involved teachers and teaching assistants attending a series of on-line and in person training sessions. The school has recently become involved in the Low Arousal Classrooms Project offered by the service. Staff feedback has been positive for all of this support.

SENCOs are involved in the Kingston SEND Early Intervention Cluster Project - Pilot.

This year, some of our disadvantaged Year 5 children took part in The Shaping Futures Programme at Tiffin Girls' School. The aim of Shaping Futures is to further equal opportunities in the local community, regardless of social and economic backgrounds.

Actions:

Continue with our robust approach to individual cases identifying any SEND, EAL or safeguarding needs for every child. Continue to embed and further develop support from EISS and AAOS through clinics, on-line consultations, referrals to the EAIP and support from the Complex Needs Support package and Low Arousal project team, so that increasing numbers of staff are making use of their expertise.

To continue to take part in the Shaping Futures Project.

Intended outcome 7:

To improve and sustain wellbeing for disadvantaged and other vulnerable pupils in our school.

Success Criteria:

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys, teacher observations, evaluation of ELSA and other interventions
- case studies showing how intervention and support has been effective
- a significant increase in participation in enrichment activities among disadvantaged pupils, demonstrated by attendance and feedback (as above)
- analysis shows a reduction in incidents of emotional or behavioural need within the PPG cohort due to behaviour for learning approaches, and timely and appropriate intervention/ support

Evaluation:

In our continued efforts to improve the wellbeing of all pupils, with a particular focus on disadvantaged pupils, we have made noticeable progress. Our PSHE curriculum, Kapow, focuses on enhancing student wellbeing, has been a key factor in this success for all children.

Additionally, our ELSA-trained support staff and Play Therapist have continued to provide support for key, identified children and have tailored resources for pupils requiring additional wellbeing support. Incidents of low-level behaviour outside the classroom have reduced significantly from last year, as have incidents of challenging behaviour. This year we have developed 'Wellbeing Ambassadors' currently children in Year 6 who have undergone training and have created an action plan with a focus on children's wellbeing at playtimes. This will continue throughout the next year and the impact of this will be measured.

In terms of participation in enrichment activities, all of the disadvantaged Year 6 children who wanted to attend the residential trip were part or fully funded to do so. After school enrichment clubs, targeted at disadvantaged children, included Coding, Choir, Football, Boardgames, Drumming and Dance.

Ongoing communication between our teaching staff and parents, supported by our school SENCOs, CP Officer, has been essential in achieving our goals, with strong parent partnerships. We also assist parents in accessing external support services, such as parenting courses and the 'FUEL' holiday program, when appropriate. These interventions have been effective in supporting the wellbeing of both our pupils and their families, establishing a solid foundation for continued success.

Actions:

Further analysis of the impact of intervention and support for children identified as having complex behavioural or emotional needs.

Additional collection of qualitative data from pupil voice, pupil and parent surveys.

Senior Leaders to develop a mechanism to measure pupils' sense of belonging.

Intended outcome 8:

To ensure staff are supported to deliver high quality teaching for all in order to meet the complex needs of our PPG and other vulnerable pupils.

Success Criteria:

High quality teaching demonstrated by:

- robust, research-based Continued Professional Programme linked to School Development Plan priorities
- Systematic monitoring shows that all children make at least good progress from their starting points
- Systems in place to support staff in delivering high quality teaching through mentoring, team teaching, joint planning, etc.
- Evaluation of CPD shows all pupils' needs are met.

Evaluation:

Book looks and learning walks by curriculum leads, the senior leadership team and local authority advisors all continue to evidence quality first teaching strategies being used, e.g. questioning, differentiation, assessment for learning and feedback. Teacher evaluations of CPD delivered on aspects of quality first teaching and lesson observations and book looks show that their understanding of and confidence in how to implement these strategies has increased and progress across the year groups support this.

Actions:

Leaders continue to develop and deliver a CPD programme based on their extensive reading of recent educational research.

Further CPD linked to supporting children with complex needs in mainstream.

The Maths Lead and SENCO to implement a programme of staff CPD based on an approach developed by the London South-West Maths Hub SEND in Mainstream work group.