

Kellington Primary School Pupil Premium strategy statement (2021/22)

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	Kellington Primary School
Number of pupils in school	112 (123 inc Nursery)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Humphrys
Pupil premium lead	Helen Humphrys
Governor / Trustee lead	Ed Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,300
Recovery premium funding allocation this academic year	£ 3,625
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	£ 36,925

Part A: Pupil premium strategy plan

Statement of intent

At Kellington Primary School, we have 25% of children in receipt of Pupil Premium Grant Funding. It is therefore crucial that we target the use of this funding to ensure that our children receive the support and intervention required to achieve in line with their peers. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and we aim to remove or find strategies to prevent this impacting on the teaching and learning they receive and their future life choices

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop children's confidence in their ability to communicate effectively in a wide range of contexts
- Enable children to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop children's knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning; including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences etc.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We intend to accelerate progress and attainment of our most vulnerable learners so that they are ready for the next stage in their educational journey. We monitor our children carefully through targeted pupil progress meetings and discussions which highlight areas where additional support is needed.

Challenges

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

Challenge number	Detail of challenge
1	28% of our disadvantaged children fall into another vulnerable group; e.g. special educational need
2	A high percentage of our disadvantaged children are identified as having delayed or gaps in their social and emotional development
3	Disadvantaged children often enter our setting with lower-than-average starting points in Language and Communications skills, early mathematics and early literacy.
4	Disadvantaged children achieve less at the end of their primary education career when compared to other pupils in Reading, Writing & Mathematics.
5	The attendance of our disadvantaged children as a group is lower than that of the whole school
6	Disadvantaged children within our school have less access to wider opportunities that enhance their academic and personal and emotional development

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
Disadvantaged children make rapid academic progress and achieve well when compared to their peers and age-related expectations	<p>The percentage of disadvantage children, within each year group, not achieving in line with their peers reduces.</p> <p>Disadvantaged pupils achieve outcomes in-line with, or above, national average by the end of KS2</p> <p>Disadvantaged pupils are ready for the next stage in their educational journey.</p>
The THRIVE approach, led by specialist trained practitioners will provide targeted intervention to support social and emotional development allowing disadvantaged children improved access to the curriculum.	<p>Data shows that children accessing 1:1 and group Thrive sessions have made progress towards right time social and emotional development</p> <p>Improved access for identified children to the curriculum.</p>

Improved attendance and punctuality for identified children	Attendance of disadvantaged children is at least 96%
Disadvantaged children have equal access to a range of wider opportunities which enhance their academic and social and emotional development and support them developing their place in the World	Disadvantaged children access extracurricular activities Disadvantaged children attend school visits Where appropriate, support and funding enhance out of school activities for identified children.

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: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff receive initial and ongoing high-quality Floppy's phonic training</p> <p>Early reading resources have been purchased</p> <p>Floppy's phonics taught daily with fidelity to the scheme</p> <p>Reading is a focus across the school where all children have access to quality text that provide challenge</p> <p>Teaching and learning across the curriculum targets children's language acquisition to improve their range of vocabulary and improve writing outcomes e.g words of the week etc.</p>	<p>Floppy's phonics is a validated SSP https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</p> <p>Early Reading framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>Phonics results November 2020 – 90% Children received the required standard</p> <p>https://www.educationworks.org.uk/what-we-do/speaking-and-listening/talking-across-the-curriculum</p> <p><i>Ref. EEF/PP Review – Focussed spending on Wave 1 teaching recommended.</i></p>	3 and 4

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

Budgeted cost: £ 15,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children who are PP and SEND will be clearly identified and IPMs will be matched to their immediate next steps</p> <p>Same day catch up Floppy's phonic sessions to support children to meet age related phonics expectations (1;1 and within a group)</p> <p>Gaps in children's learning identified through formative and summative assessment and targeted through 1:1 and group intervention in reading, writing and maths</p> <p>Children in Reception screened and Neli programme delivered to identified children</p> <p>Additional adult support within the classroom during English and maths to target identified need and offer instant feedback, pre and post lesson teaching of gaps in learning</p>	<p>IPM'S provide SMART targets for identified children and allows small steps in progress to be evaluated and next steps planned accurately</p> <p>Targeting the bottom 20% of children both within the lesson and with same day intervention has a significant impact on accelerated progress. (increase from 56% of children to 90% of children passing their statutory phonics screening Nov 2020)</p> <p>Targeted interventions (SHINE) and other approved interventions 1:1 or within a group allow children the opportunity to overcome their gaps in learning. Time limited and impact evaluated.</p> <p>Neli (Nuffield Early Language Intervention) is a Government recognised and state funded programme to target early language and communication.</p> <p>Pre teaching, effective feedback and same day overlearning are strategies that improve learning outcomes. Additional adults within the classroom allows disadvantaged children's needs to be targeted appropriately</p> <p><i>Ref. EEF/PP Review – Focussed spending on Wave 1 teaching recommended.</i></p>	<p>1,3,4</p>

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

Budgeted cost: £ 13,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a highly trained learning mentor to deliver targeted support, including training to the children and their families</p> <p>Train a further Thrive practitioner</p> <p>Learning Mentor and Thrive practitioners develop and drive whole school Thrive strategy</p> <p>Targeted Thrive 1:1, group and class interventions</p> <p>High quality training and support for all staff from learning mentor and Thrive practitioners</p> <p>Purposeful and targeted interventions - whole class, group and individual interventions are delivered to ensure all children achieve right time level of development</p> <p>Use of ReflectED to teach Metacognition across school and the development of a Growth Mindset</p> <p>Wider curriculum and extra curricular opportunities used to enhance wellbeing</p>	<p>A significant proportion of pupils eligible for the Pupil Premium present with social and emotional needs that are a barrier to academic learning.</p> <p>Families of our disadvantaged children have found Covid 19 challenging and there has been a lack of external support available. The learning mentor can signpost families to help and support appropriate to their need.</p> <p>The Thrive approach supports all children with their social and emotional development and a whole school strategy will support disadvantaged children who research has showed often have additional SEMH needs. This can be delivered through 1:1, group or class support.</p> <p>Quality CPD will ensure all the staff team are appropriately trained and have the resources to deliver interventions consistently and with fidelity.</p> <p>Not all children's SEMH needs are met through Thrive and therefore appropriate screening and intervention is identified with impact being monitored</p> <p>When children think about their own learning this can equate to up to + 7 months progress when used well (EEF)</p> <p>Children learn best when they are engaged and learning continues outside of the school day.</p>	<p>1,2,6</p>

and mental health and success.	Children thrive on success and recognition. Within every child there is a champion - we just need to find it. <i>Ref. EEF – Understanding Metacognition and Emotional Wellbeing.</i> <i>The Thrive approach</i>	
Attendance monitored weekly and early intervention implemented by identified staff Appropriate support strategies put in place when needed with children and families Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher	Early intervention can prevent future issues and strategies put in place. Improved liaison and parental partnership will support attendance. Support plans can be implemented if needed and Reasons for absence analysed, support plans implemented if needed.	5

Total budgeted cost: £34,886

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.

Key areas of impact

- 2020 Autumn Term Phonics screening test results 90% all pupils, 75 % PP pupils achieved the pass mark. (3 out of four children)
- 2021 Year 1 Phonics screening teacher assessment PP children: 85.7 % predicted Autumn 2022 (6 out of 7 children) .
- PP attendance figures for end of 2020-2021: 91.9% One child who is PP was a persistent absentee

- Teacher assessed end of KS2 results were not inline with national

A period of this academic year was in pandemic lockdown however:

- Staff were instrumental in supporting Pupil Premium pupils in their home setting, keeping regular contact and providing high quality feedback to support learning.
- The school identified those who had previously underperformed during home learning and made every effort to host them in school. This included a wider group of pupils who had been disadvantaged by the pandemic.

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
Thrive Approach	Thethriveapproach.com
Floppy's Phonics	Oxford Press Debbie Hepplewhite.

Further information (optional)

From the onset of the pandemic, we have taken rigorous steps to ensure that we identify those who we consider 'disadvantaged' at an early stage, as we know that the original definition of what constitutes a 'pupil premium/disadvantaged' child is now contextually different.

The 'school disadvantaged' child is defined as a child who is in receipt of Pupil Premium or who's education has been significantly impacted by the pandemic and is at risk of underachieving due to change in home circumstance or lack of engagement in home learning.