

Kellington Primary School Pupil Premium strategy statement (2022/25)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	90 (99 inc Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Melanie Lawrence
Pupil premium lead	Melanie Lawrence
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,776
Recovery premium funding allocation this academic year	£1,823
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	£45,599

Part A: Pupil premium strategy plan

Statement of intent

At Kellington Primary School, we have 30% 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	Social, emotional and mental health challenges of our pupils and parents impacts on pupils emotional regulation and ability to access learning.
2	Poor phonic knowledge and application into reading. At the end of 2021-2022 there was a 8% difference in pupil premium vs Non-pupil-premium in age-related expectations in reading (60%vs 68%).
3	Delayed speech and language of our early years pupils. There are children identified with speech and language issues across early years and key stage 1.

4	Disadvantaged children often enter our setting with lower-than-average starting points in PSED.
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
Have a positive impact on social, emotional and mental health challenges of our pupils and parents to reduce impact on pupils' emotional regulation and ensure that the children have the best chance of accessing learning.	<ul style="list-style-type: none"> ● PP children with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective inclusion provision, so that most make progress in line with ARE expectations, and 100% make progress in line with individual expectations. ● Pupils will show increased levels of resilience and self-regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom / playtime observations. ● Pupils will have developed independent strategies to self-regulate and manage their own emotional dysregulation. ● Pupils will be confident in their learning and able to demonstrate a growth mindset. ● Pupil voice records demonstrate that pupils are happy in school. ● The gap between pupil premium and non-pupil premium attainment data will reduce.
Poor phonic knowledge and application into reading. By the end of 2023-2024 the gap between age related pupil premium vs non-pupil premium will have reduced.	<ul style="list-style-type: none"> ● Fidelity to the RWI phonic scheme. ● All staff will have engaged in phonic training. ● Quality first phonic and spelling teaching is evident in all classrooms. ● Daily interventions in line with the RWI. ● KS2 catch up programmes and intervention groups run by the most skilled members of staff. ● All PP children (without SEND) will pass the KS1 phonics screening test. ● Children who did not pass phonic screening will complete the phonic program. ● Children will access books linked to their phonic teaching. ● Children will be in target reading groups with texts based closely to their reading level to aid fluency and comprehension. ● Children will have targeted 1-1 and small group reading sessions for fluency and comprehension as required.

<p>A reduction of children with delayed speech and language of our early years pupils.</p>	<ul style="list-style-type: none"> ● Good level of development outcomes in speaking and reading will be in line with national averages. ● Early identification of pupils not on track to reach a good level of development have accessed appropriate interventions and additional support. ● Children who require access to SALT will have been referred to a speech and language therapist and are supported by accurate staff modelling in school. ● Environments are language rich. ● Fidelity to RWI phonics scheme used consistently across school. ● Staff read a breadth of texts on a daily basis, exposing pupils to a wide range of vocabulary, language structures and correct pronunciation of words. ● Targeted reading groups to ensure a correctly matched text is used to aid and improve fluency of reading. ● Reading fluency strategies are used in a wide variety of reading opportunities across the curriculum. ● Reading to children is promoted and celebrated with rewards linked to whole school 'Fab 50' reward system.
<p>Increased number of children meeting the PSED criteria on exit from EYFS</p>	<ul style="list-style-type: none"> ● Good level of development outcomes in PSED will have been in line with national averages. ● Early identification of pupils not on track to reach a good level of development have accessed appropriate interventions and additional support.
<p>Improved attendance and punctuality for identified children</p>	<ul style="list-style-type: none"> ● Attendance of disadvantaged children is at least 96%. ● Attendance rates at the end of the year will be 96% or above. ● Persistent absenteeism will have been targeted within the early help attendance matters pathway. ● All staff promote and reward good attendance rates, including whole school attendance celebrations. Pupils attitudes to attendance and punctuality have improved. School will engage with and take support from the trust attendance group. ● Monitor and target latecomers to improve punctuality. ● Continuation of efficient and effective monitoring to enable early intervention. ● Access to breakfast club.
<p>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</p>	<ul style="list-style-type: none"> ● Staff will support families in need of food, clothing and basic equipment. ● All pupils will feel equipped to learn. ● All pupils will have engaged with and enjoyed curriculum enrichment activities.

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>Reading is a focus across the school where all children have access to quality texts that provide challenge.</p> <p>Whole school CPD is focused on vocabulary, oracy, phonics and reading.</p> <p>All staff receive initial and ongoing high-quality RWI training and resources have been purchased.</p> <p>RWI phonics taught daily with fidelity to the scheme.</p> <p>EYFS staff WELLCOMM training led by EYFS leader.</p>	<p>Disadvantaged pupils achieve less at the end of their primary education career when compared to other pupils in reading.</p> <p>OFSTED research states that phonics should be the only strategy used to teach reading.</p> <p>The Reading Framework published in July 23, this is focused on teaching the foundations of literacy. Reading Framework July 21</p> <p>EEF – Oral language intervention +6/Reading comprehension+6 /phonics +5 - very high impact for very low cost based on extensive evidence.</p> <p>Oral Language Interventions School based data analysis of EYFS baseline results show a gap in communication. Communication and language approaches (2021).</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>	<p>2,3</p>

<p>Oracy training for Early Years practitioners (see TT education)</p>	<p>In addition to the above – high quality Early Language for all children is identified by EEF, OFSTED research and DFE The Reading Framework Teaching the Foundations Of Literacy 2023 as a key to preventing gaps between disadvantaged children and non-disadvantaged children forming.</p> <p>‘A child’s core language acquisition occurs between 0-4 years old. Evidence suggests that success in literacy relies on the secure development of language and these skills are among the best predictors of educational success.’ At Kellington Primary School, all EYFS staff will undertake oracy training in order to support them in developing the best practice, high quality 7 interaction and provision for all learners.</p> <p>EEF and OFSTED research shows that children from disadvantaged backgrounds are more likely to have lower vocabulary knowledge – leading to lower academic success and reduced life chances. Research shows three tiers of vocabulary, with tier two (ambitious) and tier three (subject specific vocab.)</p>	<p>2,3</p>
--	---	------------

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school invests heavily in the staffing for Early Years provision as this is the starting point for most children requiring support.</p> <p>WELLCOMM</p>	<p>This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and observations to ensure that high standards are maintained across the school.</p> <p><i>Ref. EEF/PP Review – Focussed spending on Wave 1 teaching recommended.</i></p>	<p>2,3,4</p>

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

Budgeted cost: £ 15,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school uses the Thrive approach to support all children with their social and emotional development. This can be delivered through 1:1, group or whole class sessions.</p> <ul style="list-style-type: none"> -Two trained Thrive practitioners -Quality CPD for all staff -Play Therapy training -Purposeful and targeted interventions aimed at the building blocks for everyone on the programme. 	<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>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> <p>When children think about their own learning, this can equate to up to + 7 months progress when used well (EEF).</p> <p><i>Ref. EEF – Understanding Metacognition and Emotional Wellbeing.</i></p>	1
<p>Attendance monitored weekly and early intervention implemented by attendance team</p> <p>Where attendance issues are identified and persistent absence, ensure decisive action is taken (update the LA agreed policy to reflect the measure we will take if children attendance is below national expectation and impacting on learning).</p> <p>Weekly staff briefings are used to highlight children causing concern so that the school can intervene early.</p> <p>Attendance team work with families to put appropriate support strategies in place when needed.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication from attendance team.</p>	<p>Research shows that good attendance is critical in raising attainment. By informing parents when attendance has fallen below a significant percentage, we can reduce persistent absence.</p> <p>Effective communication with parents – research shows that the best communication involves listening, building a positive relationship and providing clear expectations and where required, strategies for support.</p> <p>DFE – School attendance guide.</p>	5

<p>Disadvantaged pupils are unable to access educational visits and residential visits when they carry an additional cost.</p> <p>Offer financial support for families in receipt of Pupil Premium for educational visits, including residential visits in order to enhance their curriculum.</p> <p>Reduced cost = Access to after school clubs, trips, residentials, on site experiences – including music lessons.</p>	<p>Parents/Carers of pupils who are eligible for free school meals often struggle to meet some of the financial contributions asked of them to enhance their child’s educational experience.</p> <p>Ref. Good practice followed by high performing schools.</p>	<p>6</p>
---	---	----------

Total budgeted cost: £45,599

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.

<p>Pupil Premium Impact for the previous year:</p> <p>Key areas of impact:</p> <ul style="list-style-type: none"> ● New phonics scheme is enabling children to make rapid progress from their starting points. ● Attendance team established to work with children and families to develop good attendance and punctuality. ● Thrive practitioners continue to support PP pupils with developing their emotional well-being, resilience and overall mental health. Profiling is taking place across school and sessions are being taught discretely within all classrooms. ● SENDCo has been working with families and children to ensure the correct provision is in place to support learning needs. ● All pupils have access to curriculum opportunities which broaden their experiences. <p>Areas to continue to develop over the next 12 months:-</p> <ul style="list-style-type: none"> ● Improve attendance of PP pupils across school. ● Thrive practitioners to continue to work with children to help them develop emotionally and socially. ● Pastoral lead and SENCo to continue to work to ensure all children have the correct provision to meet their needs.
--

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
RWI	Ruth Miskin