



Pupil Premium Strategy Statement | 2019-2022

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Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Strategy | A tiered approach

At Kedington Primary Academy we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

- 1. Teaching** | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.
- 2. Targeted academic support** | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.
- 3. Wider strategies** | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

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Kedington Primary Academy | 3 Tiered Approach

1. Teaching

- Wider curriculum - support for teachers, both as subject leaders and classroom practitioners, to develop a high-quality, coherent curriculum for all subjects
- Vocabulary – developing a planned approach to developing children’s vocabulary across the curriculum
- Reading – high-quality teaching of reading and steps to encourage children to read widely and often
- Cognitive theory – ensuring all teaching staff understand how children learn and adapting their teaching as a result in order to maximise learning
- Self – assessment framework – a framework for teachers which is evidence-based and leads to self-development and targeted support in identified areas that will maximise impact on learning
- Early Years – developing an approach that has higher expectations for what children can achieve and supports them to be Y1 ready

2. Targeted academic support

- Targeted pre and post teaching
- Carefully planned sessions to plug gaps in learning identified from QLA
- Focussed phonics booster sessions for EYFS and KS1 children
- Individualised curricular for specific children
- Intervention programmes to address specific learning difficulties

3. Wider strategies

- Emotional Literacy Support Assistant for all children needing emotional, mental health support
 - Free after-school clubs
 - Daily Mile
 - Subsidised trips and activities
 - Free school uniform
 - Trauma informed school training and approach
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Contextual Information | Basics

Pupils in school	198
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£24,495
Academic year or years covered by statement	2019-22
Publish date	November 2019
Review date	November 2020
Pupil premium lead	Vicky Doherty (Hayley Ahlquist (from January 2020))
Governor lead	Mark McGuire

Contextual Information | Barriers

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Unity Schools Partnership

- **Limited life experiences** | through our ‘key curriculum drivers’ and carefully designed curriculum, we are broadening children’s knowledge, understanding and cultural capital. This includes the ‘Kedington 50’, a list of experiences that we consider to be entitlements for children whilst they are with us and an emphasis on reading widely and often
- **Historic variability in the quality of teaching and subsequent under-achievement** | we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning.
- **Enthusiasm for, and achievement in, reading** | we are raising standards in reading by ensuring teachers have a secure understanding of pedagogy and skilled in delivering reading sessions
- **Impact of family circumstances on children’s ability to focus on learning** | staff respond quickly and effectively when needs arise.

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Contextual Information | Key Stage 2 Outcomes

NB The size of these groups is very small so each child accounts for a significant percentage. This means that the data can very easily been affected by circumstances relating to just one child, for example, a specific learning difficulty.

Disadvantaged pupil progress scores | 2017 to 2019

	2017 Number - 3	2018 Number - 0	2019 Number - 3
Reading	4.36 (0.33)	NA	-0.50 (0.32)
Writing	4.54 (0.18)	NA	-3.21 (0.27)
Maths	4.12 (0.29)	NA	3.55 (0.37)

Disadvantaged pupil performance overview | 2017 to 2019

	2017 Number - 3	2018 Number - 0	2019 Number - 3
Meeting expected standard at KS2	100 (67)	NA	67 (71)
Achieving high standard at KS2	0 (11)	NA	0 (13)

NB: figures in brackets denote the national average

Pupil Premium Strategy | Aims

Priority	Desired outcome
1) Improve oracy through the use of the Voice 21 Oracy Framework	<ul style="list-style-type: none"> Children understand what effective communication looks like and are able to communicate effectively in different situations.
2) Reduce early literacy deficit through the effective use of SfA Tutoring Programmes	<ul style="list-style-type: none"> Children are equipped with the words, oracy and communication skills needed to flourish in school
Projected spending	£ 9,500

Quality of Education | Teaching priorities for current academic year

Area	Target	Target date
KS1 Reading, Writing and Maths – Expected Standard	Reduce the achievement gap between pupil premium and non-pupil premium children to less than 10%.	July 2020
KS2 Combined – Expected Standard (EXS)	Increase the percentage of pupil premium KS2 children achieving the Combined EXS to that of the national average for ‘All Pupils’ (65% in 2019). <i>NB – there are no pupil premium children in the current Y6 cohort</i>	July 2020
KS2 Greater Depth Standard (GDS)	Increase the percentage of pupil premium Year 6 children achieving Combined GDS to that of the 2019 Trust average (3.9%). <i>NB – there are no pupil premium children in the current Y6 cohort</i>	July 2020
KS2 Maths Progress	Achieve average KS2 Mathematics progress score (0).	July 2020

Quality of Education | Targeted academic support for current academic year

Priority	Desired outcome
1) There is a high quality, broad and balanced, curriculum	<ul style="list-style-type: none"> Children are learning lots in every subject and have opportunities to apply their knowledge in meaningful and worthwhile ways that encourage high-level thinking Attainment in the wider curriculum increases
2) Children are explicitly taught vocabulary across the curriculum	<ul style="list-style-type: none"> Teachers identify and explicitly teach key Tier 2 and 3 vocabulary across the curriculum and carefully plan opportunities for children to use it Children are able to better access learning as they understand more of the vocabulary and are able to express their understanding better by using the vocabulary
3) The quality of education is at least good across the school	<ul style="list-style-type: none"> Children know more, remember more and are able to do more
4) Effective approach to identifying and plugging gaps in learning (PiXL approach)	<ul style="list-style-type: none"> Teaching staff are skilled in using information about what children have learnt to address any gaps at individual, group and whole class levels Children know more, remember more and are able to do more
Projected spending	£12,000

Personal Development, Behaviour & Attitudes | Wider strategies for current academic year

Priority	Desired outcome
1) Develop a cohesive approach to personal development <ol style="list-style-type: none"> PSHE curriculum Kedington 50 Curriculum key drivers Opportunities for leadership etc 	<ul style="list-style-type: none"> All staff have a good understanding of what high quality personal development looks like and are implementing this in their areas of responsibility As a result, the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development Children's personal development is at least good
2) Support children who may have struggled with difficult life events to help them engage	<ul style="list-style-type: none"> All staff have a good understanding of the impact of trauma on children Strategies are effectively used to support all children who could be affected

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with life and learning; children who have been through difficult events have Trauma Informed School approach	<ul style="list-style-type: none"> ○ Children’s behaviour is well understood and supported ○ Children are happy, confident and ready to learn
Projected spending	£ 7,000

Monitoring and Implementation | Challenges and mitigation actions

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to staff to allow for professional development.</p> <p>Ensuring enough leadership time is available (particularly in autumn term before new deputy headteacher is in place)</p> <p>Possible lag while new deputy head becomes familiar with the school</p>	<p>Use of INSET days, efficient use of staff meeting time and additional time within budget for subject leadership. Other cover to be provided by HLTAs/senior leaders</p> <p>Carefully prioritise HT’s time</p> <p>Programme of visits over autumn term for new deputy headteacher</p>
Targeted support	Ensuring training and support is put in place in a timely manner for teachers to use PiXL resources effectively.	Prioritise this. Cascade from Y6 teacher as well as headteacher.

Review | Last year’s aims and identified outcomes

Aims	Outcomes
<p>Children eligible for PP will achieve GDS (especially at end of KS2)</p> <ul style="list-style-type: none"> ○ 2/3 children will achieve GDS in at least one subject area. 	<ul style="list-style-type: none"> ○ All 3 children scored close to GDS in maths, with scores of 108. One child also scored 107 and 108 in reading and GPaS. However, none of the children achieved the 110 needed for GPS
<p>Use of ELSA and DSL time shows positive impact</p> <ul style="list-style-type: none"> ○ Children are emotionally ready to access their learning 	<ul style="list-style-type: none"> ○ The child who had access to ELSA and DSL time achieved well, achieving GDS in reading and writing and EXS in maths.

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<p>Ensure quality first teaching to improve attainment and progress for children eligible for PP</p> <ul style="list-style-type: none"> ○ 2/2 children eligible for PP will meet the expected standard in their phonics screening check. ○ At least 1/2 children eligible for PP will achieve age related expectations in KS1 ○ In house assessment will show the differences being diminished for children eligible for PP as they move through KS2 (at least expected progress). ○ At least 2/3 children eligible for PP will achieve age related expectations in KS2. 	<ul style="list-style-type: none"> ○ Achieved ○ Achieved ○ Achieved for majority of children. Where progress was less, children had more complex needs (i.e. SEN) but the school is still able to evidence progress. ○ Achieved
<p>Improve attendance for PP children</p> <ul style="list-style-type: none"> ○ Attendance data at the end of the year will be above 95% for children eligible for PP. 	<ul style="list-style-type: none"> ○ Achieved