

Pupil premium strategy statement

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	Kedington Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	6.37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Hayley Ahlquist
Governor / Trustee lead	Annette Brooker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,816
Recovery premium funding allocation this academic year	£8,370
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	£ 31,816

Part A: Pupil premium strategy plan

Statement of intent

At Kedington, we understand that there are common barriers to learning for disadvantaged children. This includes: less support at home, limited language and life chances, lack of confidence and attendance. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and well-being to enable them to access learning at an appropriate level.
- To not let economic disadvantage be a barrier to opportunities outside of school

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach for disadvantaged pupils. We ensure that every class receives high-quality teaching and learning, and we use instructional coaching as a key ingredient to improve outcomes for pupils.

We strive for every child, regardless of backgrounds, to be successful and reach their full potential. We use a variety of targeted academic support interventions as a key component to sit alongside effective classroom teaching and learning. Through carefully planned sessions, we plug gaps and aim to close learning gaps between disadvantaged children and their peers.

We believe that all children should be able to read fluently and for understanding. Therefore, reading is at the forefront of our provision for all pupils. We intervene early and ensure that every child can decode texts and engage with a range of literature. Our carefully constructed reading and writing curriculum based on research and pedagogy ensures all children have access to high-quality reading material and is an ambitious curriculum for all.

We ensure children are immersed in rich language in lessons and including within the wider curriculum. We want to broaden children’s knowledge, understanding and cultural capital.

Fostering positive relationships with pupils and families is at the heart of what we do. We want every pupil to feel a sense of belonging and this is underpinned through our

emotional wellbeing and personal development. We provide a universal offer to all children with additional external support for our most vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance issues Our attendance for PP children to date is 92.3 compared to 94.7 for non-PP
2	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Early Years through school to KS2. Our baseline assessments on entry to reception shows that 5% of children are below age-related expectations.
3	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, 25 pupils are identified as needing additional support with social and emotional needs. Since the pandemic, teacher referrals for support have increased.
4	Our assessments, discussions and observations have identified that disadvantaged children's reading is often not as strong as their peers.
5	Our assessments, observations and discussions with families show that many disadvantaged pupils' education has been impacted by school closure. These findings are backed up by a number of national studies on partial school closure.

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
All disadvantaged children leave Kedington as strong readers.	KS1 phonics scores reflect our ambition to reduce the attainment gap. End of Key stage outcomes show pupils perform well.

	Disadvantaged pupils make at least expected progress in relation to their starting points.
Improved early language in the Early Years for all pupils.	<p>Introduction of NELI will support disadvantaged children in the early years.</p> <p>Disadvantaged children will achieve GLD in reading and be on track to pass their phonics by the end of the year 1.</p> <p>Trust phonics assessments are used to carefully track progress.</p>
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 95% each half term and this is an improvement. Our data can sometimes drop below in.
Improved vocabulary for disadvantaged children	<p>Lessons observations show children's vocabulary is improving and they apply this through their work. Disadvantaged children can use Tier 2/3 vocabulary.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>

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: £ 14,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Raising standards leader appointed TLR to accelerate the progress of all children including disadvantaged children</i></p> <p>Total cost £3,650 , 50% funded through PP = £1,825</p>	<p>We have analysed the needs of each cohort and identified children in each class who require intensive intervention.</p>	<p>2,4, 5</p>
<p><i>Deputy head release time to support two ECTs and roll out instructional coaching and embed the English curriculum.</i></p> <p><i>Additional release time for 3 staff members to roll out instructional coaching.</i></p> <p>£4,000</p>	<p>High- quality teaching is the top priority.</p> <p>We have looked at the capacity of staff and recognise that in order to ensure high-quality teaching in the classrooms, support via instructional coaching needs to be rolled out across the school for all teaching staff.</p> <p>Two less experienced staff (ECTs) will need to be developed by a more experienced staff member and there will be protected time to ensure the ECT framework is implemented successfully.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>
<p><i>Recruitment of mental health lead practitioner & ELSA release time and lunchtime club support for some disadvantaged pupils.</i></p> <p>Total cost - £5,400 (some funded by other</p>	<p>We have identified that direct support is needed to give to children who may have struggled with difficult life events, and we want all staff have a good understanding of the impact of trauma on children. This includes a wide range of strategies which can be effectively used to support children in school.</p>	<p>3</p>

<i>income streams eg LAC) PP funding to support it = £3,000</i>	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
<i>New phonics scheme and decodable reading books purchased Total cost £5,000 50% of cost from PP funding = £2,500</i>	There will be a sharp focus on improving phonics. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2,4
<i>Pupil assessment and feedback £1,700</i>	Use of diagnostic assessments in English and maths and staff meetings Training on effective use of whole class feedback and live feedback Motional to support wellbeing assessment Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	2,5

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

Budgeted cost: £ 12,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective approach to identify and plug gaps in learning £1,600 (in-school tutoring) (cost of RSL included elsewhere)	The needs of each cohort have been analysed and targeted interventions (Pixl) plug gaps in learning. The RSL continues to assess outcomes and intervention programmes scrutinised. Teaching staff are skilled in using information about what children have learnt to address any gaps at individual, group and whole class level. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	2,4,5
Reading is prioritised through a systematic phonics intervention programme.	Although our phonics results are well above national, we believe every child should be competent readers and pass the phonics screening checks. We have identified that early intervention is vital for children in the Early Years and year 1, and have targeted	2,4,

Release time for phonics lead to coach staff and additional training £2,000	phonics interventions to ensure all children make better than expected progress in reading. We have identified groups of children in KS2 who are not yet secure with phonics and will close the gap by implementing a new phonics intervention.	
Cost of NELI is £3,650 (£765 for training hours, £3,000 for delivery – programme itself is DfE funded)	NELI used in EYFS for early intervention in speech and language.	2
Additional intervention programmes (led by TAs) £3,700 Other LSA interventions – Total cost = £28,665. 5% funded by PP = £1,433	5 hrs a week of additional support for YR children 1.5 hrs a week additional support for year 2 pupils LSA interventions for each class (average 7hrs a week), including pre and post teaching	2,4

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

Budgeted cost: £ 4,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed schools/ELSA training and approach to support children's mental health and well-being. <i>Additional adult support for our most vulnerable children</i> £3000	Social and emotional learning interventions which target SEMH needs seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Trauma therapy interventions will support children who have had difficult life events. Motional will be used to assess the mental health and well-being of disadvantaged children. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Fortnightly tracking of attendance and follow	We recognise we need to work in collaboration with our disadvantaged	1

up actions. Regular contact with parents to support with attendance £1,140	families through a range of approaches to help improve attendance.	
Supporting parents and carers £500	Close communication with parents of target children- regular discussions about PLCs and progress. Online subscriptions purchased that could be used at home	1

Total budgeted cost: £ 31,873

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.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closure. Our resources were diverted to support acute and unplanned need arising from 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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.