

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	213
Proportion (%) of pupil premium eligible pupils	7.98
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 Reviewed Dec 2022 Reviewed Dec 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Vicky Doherty
Pupil premium lead	Claire Miller
Governor / Trustee lead	Kat Umande

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,438
Recovery premium funding allocation this academic year	£2,755
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	£ 35,193

Part A: Pupil premium strategy plan

Statement of intent

At Kedington, we understand that there are common barriers to learning for disadvantaged children. This can include: 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.
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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership release time to support less experienced members of staff to develop quality first teaching.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2,4
Use of diagnostic assessments in English and maths and CPD on effective use of whole class formative assessment, feedback and live feedback. Including development and implementation of school assessment and adaptive teaching toolkits.	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	2,4, 5
1:1 ipads in KS2 to support learning at home and independence in lessons, including accessibility features (text to speech, speech to text, looking up word definitions etc). (Part funded through PPG)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology	2,4,5

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

Budgeted cost: £ 8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective approach to identify and plug gaps in learning through post teaching, intervention groups and after school tutoring.	Assessment and feedback EEF (educationendowmentfoundation.org.uk) EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk) EEF Blog: Assessing learning in the new academic year (Part 2... EEF (educationendowmentfoundation.org.uk)	2,4,5
Embed CUSP across the school . CPD for staff involving bespoke training and release time , internally and externally.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Dialogic Teaching EEF (educationendowmentfoundation.org.uk)	2, 5
Embedding teaching of Tier 2 and Tier 3 vocabulary across the curriculum. This will include professional development, and teacher release time working with external expertise.	Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2, 5
Embedding of Sounds Write Phonics Scheme, ensuring consistency of approach and fidelity to the scheme. Use of coaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)	4
Embedding recommendation two (Integrate and model SEL skills through everyday teaching) from the EFF social and emotional learning guidance	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3

report using a consistent approach through the PSHE curriculum.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed schools/ELSA approach to support children's mental health and well-being.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Fortnightly tracking of attendance and follow up actions. Regular contact with parents to support with attendance	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance	1
Mental health lead practitioner & ELSA/TISUK practitioner release time, and lunchtime club support for some disadvantaged pupils.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 35,200

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.

ouReview Dec 2023

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that outcomes were mixed, but there are signs of improvements on previous years. At the end of KS2, 2 of the 3 PPG children achieved the expected standard in writing and maths. Only one did in reading, but one of the remaining children was EAL and had been in the country for less than two years. In the Y4 MTC, 4 out of 5 PPG children scored higher than 22/25. 100% of disadvantaged children passed the Y1 phonics check and one of the two PPG children in YR achieved GLD.

Attendance remains an issue for disadvantaged children. 2022-23 attendance of disadvantaged children was 90.78%. This is lower than the 93.1% of non-pupil premium children. Although some children's attendance was high (28% > 97%) and there were some specific reasons for some children's low attendance (including medical appointments and surgery) attendance continues to be a whole school focus, particularly for disadvantaged children.

We have been raising the profile of vocabulary in every class and this has improved for disadvantaged children as evidenced in lesson observations, pupil outcomes in books, and external visits.

Reading continues to be a priority for us as a school, and outcomes in reading and phonics are looking strong, including for disadvantaged pupils. All but one child met the standard of the phonics check in both Y1 and Y2. The impact on SoundsWrite, our new phonics programme is evident in the strong phonics outcomes across the school. Some PPG children have benefitted from SoundsWrite interventions in KS2 to address gaps from KS1. There is also evidence that PPG children have also benefitted from after school tutoring with assessments showing that specific gaps in learning have been plugged.

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
Soundwrite Phonics	

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?	Information withheld as just one child.
What was the impact of that spending on service pupil premium eligible pupils?	Information withheld as just one child.

Further information (optional)

The evidence-informed approach we have adopted is rooted in tackling educational disadvantage in the classroom. This is a long-term approach; it will be necessary and desirable for us to continue 2022-23 planned actions into the 2023-24 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.