# Pupil Premium Strategy

2021-22



Keelham Primary School

# 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

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| Detail | Data |
| School name | Keelham Primary School |
| Number of pupils in school  | 118 |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22 |
| Date this statement was published | 01 September 2021 |
| Date on which it will be reviewed | 01 January 2022 |
| Statement authorised by | Robert Hunter |
| Pupil premium lead | Robert Hunter |
| Governor / Trustee lead | Committee C |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ £19,795 |
| Recovery premium funding allocation this academic year | £ 2,000 |
| 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 | £21,795 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We organise teaching and learning at Keelham in order to meet the needs of all children in the best way. We want our children to be:We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.We recognise that not all children who receive pupil premium will be socially disadvantaged and we recognise that not all children that are disadvantaged will be in receipt of Pupil premium money. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| **1** | Pupils have been working remotely for a considerable time over the past 18 months, having a negative impact on their development of basic reading skills. reading fluency and exposure to high quality texts.  |
| **2** | Pupils have been working remotely for a considerable time over the past 18 months, having a negative impact on their basic key mathematical skills.  |
| **3** | Due to long periods of isolation, pupils’ basic emotional and social needs may not be currently met. This could affect the rate of progress they make academically. |
| **4** | Poor attendance, including the impact of Covid19.  |
| **5** | Covid19 measures limit visitors coming into school and the curriculum offer they can provide pupils.  |

## 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.

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| Intended outcome | Success criteria |
| **For all disadvantaged pupils in school to make or exceed nationally expected progress rates in reading.** |

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve better than national average progress scores in KS2 Reading (0) | July 22 |
| Progress in Writing | Achieve better than national average progress scores in KS2 Writing (0) | July 22 |
| Progress in Mathematics | Achieve better than national average progress scores in KS2 Writing (0) | July 22 |
| Phonics | Achieve national average expected standard in PSC | July 22 |
| Other | Ensure disadvantaged pupils’ attendance is above 95% | July 22 |

 |
| **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.** |

## 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Purchase of standardised diagnostic assessments from NFER for use from September 2021****Training for staff to ensure assessments are interpreted and administered correctly.** | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 1,2 |
| **Observe and share mathematical practice through school and engage in further research and support collaborative conversations** | [Early years and Key Stage 1 mathematics teaching | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching) | 2 |
| **To upskill support staff with appropriate approaches and pedagogy to teaching interventions.** | Teaching assistants can provide a large positive impact on learner outcomes[Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1,2 |
| **KS2 lead embarks on training by Herts for learning in the teaching of targeted reading fluency.**  | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.[Reciprocal Reading | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading)Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1 |
| **To providing a breadth of experiences to enhance pupil’s cultural capital. Skilled teachers to deliver art, music, ICT and French to learners in KS1 and 2.**  | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.[Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 1,2 3, 4 and 5  |

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|  | **Cost** |
| **Professionals teaching Music, Computing and MFL** | £9,690 |
|  | **£9,690** |

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

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| --- | --- | --- |
| Budgeted cost: £ Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Use of White Rose Mathematics tutoring for KS2 pupils.**  | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2 |
| **Identified pupils receive 3x weekly maths intervention additional to QFT mathematics session led by trained SS. (Impact assessed after 6 weeks)** | Small group tuition has an average impact of four months’ additional progress over the course of a year.[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)Teaching assistants can provide a large positive impact on learner outcomes[Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 2 |
| **Reading Fluency Intervention for targeted pupils led by KS2 lead** | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1 |
| **Children identified as vulnerable readers are heard reading daily.**  | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| **Identified pupils receive 3x weekly phonics intervention additional to QFT phonics session led by trained SS. (Impact assessed after 6 weeks)** | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1 |
| **The school environment encourages a love of reading and encourages children to read through ‘Yearn to Learn’ and ‘Love to Read’ texts throughout the term.** |  | 1, 3 and 4 |

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|  | **Cost** |
| **High quality read texts –Yearn to Learn** | £384 |
| **White Rose Maths Premium resources** | £120 |
| **White Rose Maths Tutoring** | £2,000 |
| **HLTA intervention costs** | £5,229 |
|  | **£7,733** |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Work with families who require support to engage with school and improve overall attendance of vulnerable children.**  | Parental engagement has a positive impact on average of 4 months’ additional progress.[Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 3,4 and 5 |

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|  | **Cost** |
| **PIW costs** | £3,657 |
|  | **£3,347** |

**Total budgeted cost: £**

|  |  |
| --- | --- |
|  | **Cost** |
| **Teaching** | **£9,690** |
| **Targeted academic support** | **£7,733** |
| **Wider strategies** | **£3,347** |
|  | **£20,770** |

# 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.

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| Below is a breakdown and analysis of the summative data collected from assessments undertaken. Reception Cohort 2020-21

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| Summer 1 (April 21) | At GLD+ | Above GLD |
| Reception 2020-21 | 50% | * 12.5%
 |
| Predicted (Summer 2) | 62.5% | 12.5% |
| Summer 2 (July 21) | At GLD+ | Above GLD |
| Reception 2020-21 | 69%  | * 12.5%
 |
| Predicted (Summer 2) | 62.5% | 12.5% |

Year 1 Cohort 2020-21Year 2 Cohort 2020-21 – Summer term data from 2019 SATs paperYear 3 Cohort 2020-21Year 4 2020-21Year 5 Cohort 2020-21Year 6 2021 – Summer Term data was from 2019 SATs paperAttendance Statistics 2020 -21 Attendance of Pupil Premium Pupils

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| --- | --- | --- | --- |
| Whole School | Present R/C: Marks | Auth. Absent R/C: Marks | Unauth. Absent R/C: Marks |
| All Students | 90.33% | 9.48% | 0.19% |

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## 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 |
| Spelling Shed | EdShed |
| TT Rockstars | Maths Circle LTD |
| Letter Join Handwriting | Green and Tempest LTD  |