

# Pupil premium strategy statement – St Keyna Primary

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	November 2022
Dates on which it will be reviewed	July 2023, July '24 and July '25
Statement authorised by	Steve Gumm, Headteacher
Pupil premium lead	Richard Eaton, Deputy Headteacher
Governor / Trustee lead	Sue MacGrain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£106,550
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	£106,550

## Part A: Pupil premium strategy plan

### Statement of intent

Our school motto is that ***Everyone matters and everyone achieves*** and our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support, is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through specific internally staffed interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 13 children were referred to the Mental Health Support Team this year of which 9 were accepted. On our SEND register are 26 pupils (15 of whom are disadvantaged) for social, emotional and mental health reasons (SEMH) with a further 15 being monitored for SEMH (9 of whom are disadvantaged). 65 children have been supported with Bubble Time and 132 Time4Me sessions have been held with children this year.</p>
2	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.2 – 4.9% lower than for non-disadvantaged pupils.</p> <p>17-38% of disadvantaged pupils have been ‘persistently absent’ (&lt;90% attendance) compared to 2-7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school from Year 1 to Year 6, 42% of our disadvantaged children are below age-related expectations compared to 24% of other pupils.</p> <p>At the end of KS2, 67% of our disadvantaged pupils achieved Age Related Expectation.</p>
4	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school from Year 1 to Year 6, 53% of our disadvantaged children are below age-related expectations compared to 32% of other pupils.</p> <p>At the end of KS2, 67% of our disadvantaged pupils achieved Age Related Expectation.</p>

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - &gt;75% of our disadvantaged pupils attend an afterschool club.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• an overall attendance rate of <math>\geq 96\%</math> for all and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to <math>&lt; 2\%</math>.</li> <li>• the percentage of all pupils who are persistently absent (<math>&lt; 90\%</math> attendance) being below 2% and the figure among disadvantaged pupils being no more than 8%</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.  70% of disadvantaged children across the school are at age related expectation.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.  70% of disadvantaged children across the school are at age related expectation.

## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3 & 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Whiterose resources and Whiterose consultant support.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Literacy in Key Stage 2</a></p>	4

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

Budgeted cost: £77,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Ensure gaps in knowledge are identified and addressed through relevant and robust interventions such as:</p> <ul style="list-style-type: none"> <li>• feedback work,</li> <li>• teacher focus groups – small, all-girl maths groups,</li> <li>• peer tutoring,</li> <li>• Teaching Assistant interventions - precision teaching, pre-teaching, RWInc, Freshstart, etc.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF research also indicates that:</p> <p><a href="#">Feedback work accelerates attainment by +6 months</a></p> <p><a href="#">Peer tutoring accelerates attainment by +5 months</a></p> <p><a href="#">Teaching assistant interventions accelerates attainment by +4 months</a></p>	3 & 4
<p>Providing a range of published homework books for Year 6 to support SATs practice in Reading, Maths and Grammar.</p>	<p><a href="#">Homework accelerates attainment by +5 months.</a></p>	3 & 4

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

Budgeted cost: £22,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for office staff to develop and implement new procedures and employing a Parent</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2

Support Advisor to help improve attendance.		
<p>Supporting pupils' social, emotional and behavioural needs via a wide range of strategies:</p> <ul style="list-style-type: none"> <li>• Nurture interventions to improve wellbeing and hence readiness for learning: Thrive, Bubble time, Time4Me, Mental Health Support Team .</li> <li>• Weekly outdoor education activities designed to enhance pupil .engagement and increase children's life experiences.</li> <li>• Daily physical activity- Move-a-Mile.</li> </ul> <p>Widening Opportunities</p> <ul style="list-style-type: none"> <li>• Trips and visits – all classes to participate in 3 trips/visits per year.</li> <li>• Specialist music tuition for some year groups.</li> <li>• Wide selection of after school clubs from art and drama to sport and gardening.</li> <li>• Pupil roles and responsibilities to build independence, confidence and self-esteem.</li> </ul>	<p><a href="#"><u>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF).</u></a></p> <p><a href="#"><u>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and accelerate attainment by +3 months</u></a></p>	1

**Total budgeted cost: £106,550**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	2022-23 Outcomes
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - &gt;75% of our disadvantaged pupils attend an afterschool club.</li> </ul>	<p>Pupil wellbeing survey: Oct 2022 pupils scored an average of 3.72 out of 5, in July 2023 pupils scored an average of 3.52 out of 5, a 5% decrease. Despite this slight downturn in the pupil survey, around the school pupils appear happy, relaxed and behaviour is the best it's been with sanctions at an all-time low.</p> <p>86% of our disadvantaged pupils attended an afterschool club in the year 22-23. 22 different clubs were run, ranging from Strictly Ballroom to gymnastics. The majority of classes went on 3 trips within the year with the whole school attending the theatre at Christmas.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• an overall attendance rate of <math>\geq 96\%</math> for all and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to <math>&lt; 2\%</math>.</li> <li>• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 8%</li> </ul>	<p>Overall attendance for 2022-23 was below target at 93.8%. Disadvantaged pupils had an attendance rate 2.9% lower at 90.9%.</p> <p>17.6% of all pupils were persistently absent and 34.6% of disadvantaged pupils were persistently absent.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>70% of disadvantaged children across the school are at age related expectation.</p>	<p>65% of disadvantaged pupils in Year 6 met the required standard in maths. Lower than target, but higher than national (59%).</p> <p>57% of disadvantaged children across the school are at age related</p>



		expectation in maths. This is a decrease of 1% from last year.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>70% of disadvantaged children across the school are at age related expectation.</p>	<p>59% of disadvantaged pupils met the required standard in writing. Lower than target, but higher than national (58%).</p> <p>52% of disadvantaged children across the school are at age related expectation in writing. This is an increase of 5% compared to last year.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider