



St Keyna 2021-22 Pupil Premium Plan

1. Summary information

Academic year	2021-22	Pupil Premium Grant (PPG) received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£107,910
Total number of pupils	80 Year R-6	Number of pupils eligible for PPG	80 + 1 Service Child	Actual PPG budget	

Context

St Keyna is situated in one of the 50th most deprived areas (Deprivation Index) and has approximately 36% of pupils entitled to the pupil premium funding. The school serves the Tintagel Estate, which has been claimed to suffer deprivation not seen since the 1950s.

<https://www.somersetlive.co.uk/news/somerset-news/curo-estate-suffers-deprivation-not-2054220>

2. Summary of the Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

3. Attainment from 2018-19 data (last formal data point)

	Disadvantaged Pupils (number of pupils)	All Pupils (number of pupils)	National
Reception pupils achieving a Good Level of Development	(4) 80%	(29) 69%	All pupils 72% Disadvantaged 56%
Year 1 pupils meeting the required standard in Phonics	(8) 50%	(39) 72%	All pupils 82% Disadvantaged 71%
Year 2 pupils meeting the required standard in Phonics retake	(6) 83%	(14) 79%	
Yr 2 pupils meeting the required standard in either Yr1 or Yr2		(49) 94%	

Year 2	READING				WRITING				MATHS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Expected Standard	73	63	74	75	67	53	85	69	70	67	76	76
% at Expected for Disadvantaged Pupils	25	60	64	78	50	40	79	73	38	60	64	79

Year 6	READING				WRITING				MATHS				GPVS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Age Related Expectation	60	73	68	73	64	79	88	78	84	79	74	79	84	82	74	78
% working at greater depth	12	27	15	27	8	33	18	20	8	18	15	27	20	33	18	36
% at Expected for Disadvantaged Pupils	44	42	63	78	44	58	94	83	78	50	75	84	78	58	88	83

KS2	SCHOOL 2017	SCHOOL 2018	SCHOOL 2019	National 2019
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M	44	64	53	65
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M Disadvantaged Pupils	33	25	50	51

Progress Scores

	School 2017	School 2018	School 2019	Disadvantaged Pupils 2019	National 2019
Reading	-1.77	-1.8	-0.84	-1.8	0.03
Writing	-2.21	0.07	+1.81	+1	0.03
Maths	0.09	-2.09	-1.04	-1.2	0.03

- To continue narrowing the attainment gap between pupil premium and non-pupil premium pupils, ensuring that all pupil premium pupils achieve good levels of progress
- To improve the life chances of pupil premium pupils by ensuring they leave St Keyna with English and maths skills at, or above age related expectations
- To provide emotional support for pupils so that they are resilient and willing to take on the challenge of learning
- To provide enrichment opportunities to enhance life experiences

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

A	<p>Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.</p> <p>There are a number (34, 40%) of disadvantaged pupils who are identified as being both eligible for the PP grant and who are on the school's SEND register leading to multiple barriers to learning, progress and attainment.</p>
B	<p>Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations, with poor oral and language skills limiting their communication, for a large proportion of PP pupils.</p>
C	<p>In today's climate, where so much of children's time is spent using technology, there is an absence of reading for pleasure. It is widely recognised that regular reading will improve children's attainment across the curriculum.</p>

Additional barriers

D	<p>Circumstances outside school which affect children’s emotional well-being and learning readiness, i.e. disrupted emotional development, lockdowns, parental separation, no breakfast, lack of support with learning at home: reading, homework, etc.</p> <p>In some cases, parental engagement with school is low; parental attitude to school is often influenced by their own negative experiences of school.</p>
E	<p>Low attendance – Last year attendance averaged 3.2% lower for PP children (94%) than not-PP (97.2%). 16 PP pupils had > 10% absence. However, if 3 families (7 children) with mitigating reasons are removed, the figures become PP – 95.5% attendance, 1.7% lower than their not-PP counterparts.</p>
F	<p>Limited life experiences which impacts on their understanding of the world and limits their vocabulary.</p>

5. Additional Support Strategies to overcome barriers A-F above		Success criteria	Costs
A	<p>Maintain a relentless focus by all teaching staff on PP children to achieve good progress – ensuring gaps in knowledge are identified and addressed through relevant and robust interventions such as: feedback work*, pre-teaching**, teacher focus groups**, peer support***, in class TA support, TA led small group overlearning, Personal Learning Plan targets and targeted interventions such as RWInc, Freshstart, etc.</p> <p>The target groups for support are:</p> <ul style="list-style-type: none"> • <u>PP Catch-Up groups</u> – children below age related expectation who need to make accelerated progress to reach ARE. • <u>Keep-Up groups</u> - children who have made accelerated progress last year and are now at age related expectation, but who need extra support in order to make expected progress. • <u>High attaining PP children</u> - ensuring that these children make good progress or better and deepen their learning. 	<p>PP Catch-Up children achieve greater than 6 points progress over the year and achieve age related expectations.</p> <p>Keep-Up children achieve 6 points progress and remain at age related expectation.</p> <p>The impact of these support strategies will result in diminishing differences between the attainment of PP children and that of not-PP children both at school and nationally.</p>	<p>Additional TA support in all classes - £79,456</p> <p>Yr 6 Maths group - £1,755</p> <p>Coaching with DH - £1280</p>

	<p>Termly Pupil progress meetings with a strong focus on PP children.</p> <p>Pupil review/coaching meetings with Deputy Head every few weeks with a focus on PP children.</p> <p><i>Sutton Trust research indicates that:</i> <i>*feedback work accelerates attainment by +8 months</i> <i>**small group tuition accelerates attainment by +4 months</i> <i>***peer tutoring accelerates attainment by +5 months</i></p>		
B/F	<p>Improve vocabulary acquisition through a clear 'St Keyna' language continuum developed within all subjects and taught via the use of pre and over learning and use of 'Word Aware'.</p>	<p>Through book scrutiny, pupil discussion and lesson observation pupils are seen to be using subject-specific, target vocabulary from the St Keyna language continuum and adventurous vocabulary in their creative writing.</p>	
B/F	<p>Improve oral language skills through support from a Speech Therapist with 1:1 TA support in class following Speech Therapist's advice.</p> <p>NELI training for relevant St Keyna staff.</p>	<p>Children's speech and language will improve and they'll be better able to communicate both orally and written; children's individual Sp & L targets will be achieved.</p>	<p>SLIP/S&L support £3,640 TA support in all classes – included in the above TA costs</p>
C	<p>Improve reading through a range of initiatives:</p> <ul style="list-style-type: none"> • High quality whole-class guided reading lessons teaching vocab and reading comprehension strategies* • Whole School Reading Challenge to motivate frequent reading at home/school in conjunction with frequent reading slots made available for children to be listened to read in their own break times (counting as home reads towards the challenge) • RWInc program deployed with fidelity across the school managed by new RWInc Coordinator and Phonics Lead. Support from Reading Hub and School Improvement Advisor. 	<p>80% of PP children achieve 20 mins daily reading time on Accelerated Reader.</p> <p>Attainment at reading improves. <i>At the end of 2021, 51% of PP children across the school were at age related expectation and 55% of Y6 PP children achieved ARE. Next year we will endeavour to lift both figures closer to national (78%).</i></p>	<p>TA support in all classes – included in the above TA costs</p> <p>New reading book contribution £500</p>

	<ul style="list-style-type: none"> Accelerated Reader implemented from Y2-Y6 to promote a culture of reading for pleasure TA reading support for children who need to make accelerated progress with their reading Pre-teaching groups for identified children* <p><i>* Sutton Trust research indicates that reading comprehension strategies accelerates attainment by +7 months.</i></p>		
D	<p>Improve children's emotional wellbeing and learning readiness through an effective raft of nurture and mental wellbeing activities and parental support:</p> <ul style="list-style-type: none"> Nurture Groups and Interventions Time 4 Me Bubble time PSA support* Thrive PSPs and other behaviour management tools Improve parental engagement* through making regular contact with key parents to change embedded negative perceptions of 'school'; use of Class DoJo for improved communication. Mental Health Support Team Whole school Jigsaw PSHE scheme Physical daily activity (Move-a-Mile) Whole-school focus weeks: Free2BeMeWeek, Children's mental health week, Anti-bullying week, Autism Awareness Week <p><i>*Sutton Trust research indicates that parental engagement accelerates attainment by +3 months</i></p>	<p>Children receiving nurture support have improved outcomes so that at least expected progress (6 points) is made. Improved emotional wellbeing. Improved engagement and outcomes in all curriculum areas. Improvements in behaviour and relationships.</p>	<p>Specialist TA delivering: Time4Me, Thrive and nurture - £10,500</p> <p>Nurture groups - £1,825</p>
E	<p>Support with punctuality and attendance:</p> <ul style="list-style-type: none"> Weekly attendance monitoring Hold regular discussions with families to explore barriers to school attendance, involve CMEO as appropriate 	<p>The gap between PP pupils and not-pupil premium pupil's attendance will narrow and PP will have 96% attendance or greater. <i>Last year attendance averaged 3.2% lower for PP children (94%) than not-PP (97.2%). 16 PP pupils had > 10% absence. However, if 3 families (7 children) with mitigating reasons are removed, the</i></p>	<p>Parent Support Advisor - £1,500</p> <p>Breakfast club - £300</p> <p>Coaching with DH - £640</p>

	<ul style="list-style-type: none"> • Offer free places at breakfast club to support specific PP families • Support parents with advice/help from our Parent Support Advisor • Promote punctuality and attendance through creating roles and responsibilities to encourage improved punctuality and attendance 	<p><i>figures become PP – 95.5% attendance, 1.7% lower than their not-PP counterparts.</i></p> <p>Persistent absenteeism for PP pupils will reduce. <i>Last year 16 pupils (7 of these had mitigating reasons) had >10% absence.</i></p>	
F	<p>Outdoor Education Activities</p> <p>Weekly outdoor education activities designed to enhance pupil engagement and increase children’s life experiences.</p> <p>Staff training with specialist Forest School providers (Wiltshire Outdoor Learning Team).</p> <p><i>Sutton Trust research indicates that outdoor adventure learning accelerates attainment by +4 months.</i></p>	<p>Children have a richer educational experience through teacher’s ensuring that at least one lesson per week is taught outside in our Wild Willow Wilderness.</p>	<p>Outdoor education resources - £200</p>
F	<p>Widening Opportunities</p> <p>Provide a wide range of afterschool clubs free for FSM children.</p> <p>Year 6 residential trip to an activity centre</p> <p>Music tuition from music specialists teaching violins.</p>	<p>A greater proportion of PP children attend afterschool clubs. All children in Year 3 learn to play the violin.</p> <p><i>In terms 5 & 6 of last year (when we re-started clubs) 47% of PP children attended one or more afterschool clubs. Target this year is to get 75% of PP children attending clubs.</i></p>	<p>Clubs subsidy £4,605</p> <p>Residential costs £700</p> <p>Music tuition contribution £400</p>