



# Pupil Premium Funding 2020-21

## Kessingland Church of England Primary Academy

### **What is Pupil Premium?**

At Kessingland Church of England Primary Academy, we are committed to providing a balanced and broad curriculum for all our pupils, ensuring they reach their full potential in all areas of the curriculum. The school receives funding to ensure we provide additional support to further raise the achievement of disadvantaged pupils; this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1345 for the academic year. The school also receives funding for those pupils who are 'looked after', and service children.

Pupil Premium funding is allocated to most effectively target additional support where it is needed most. This support is organised and led by the Student and Family Support Team.

The nominated governor is: Mr. Keith Jennings

### **How we monitor Pupil Premium attainment and progress?**

We use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. Further details are contained in the strategy as above.

### **Pupil Premium funding for the academic year September 2019 – July 2020**

For the academic year 2019/20 we had 123 pupils in receipt of pupil premium funding and we received a total of £142,000 funding.

The pupil premium funding was used to provide support for the pupils in the following ways:

- To provide targeted Teaching Assistant support within the classroom and through interventions. Pupils received small group teaching, targeted and 'stretch and fix' intervention in both small groups and through 1:1 support.
- Employing a full-time Pastoral Support Worker and qualified Thrive practitioner.
- Subsidising the payment of breakfast clubs and after-school clubs, school visits and extra-curricular activities.
- Read Write Inc. training and additional support for phonics.
- Helicopter Stories training and SSIF project to provide opportunities for a language and vocabulary rich curriculum.
- Individual support with school uniform, resources and activities outside of school.
- Supporting Young Carers.
- Reducing the number of behaviour incidents.
- Additional learning packs and pastoral support during the lockdown period.

# Pupil Premium Strategy Statement: Kessingland Church of England Primary Academy

1. Summary information					
<b>School</b>	Kessingland Church of England Primary Academy				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£145,000	<b>Date of most recent PP Review</b>	November 2020
<b>Total number of pupils</b>	231	<b>Number of pupils eligible for PP</b>	92	<b>Date for next internal review of this strategy</b>	April 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils being 'ready to learn' (pupils in a secure place emotionally, mentally and socially)
<b>B.</b>	Quality first teaching in English
<b>C.</b>	Gaps in Prior learning especially as a result of the Covid-19 Pandemic
<b>D.</b>	Low starting points in reading
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Consistent attendance and punctuality
<b>E.</b>	A lack of regular routines including reading at home, homework, spellings and being equipped for school (e.g. bringing in PE Kit)

## Narrowing the Gap

We have found that there isn't any single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils.

In addition to the Pupil Premium funding, many of our school systems were already in place to support children from all backgrounds and of all abilities. Our Termly Reviews are an opportunity to discuss all children in school in some depth, with regard to both their academic attainment and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provide for a wide range of needs.

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium pupils to make at least the same progress as non-disadvantaged pupils with the same starting points. To increase the % of pupil premium pupils attaining at least expected standard.	<ul style="list-style-type: none"> <li>Tracking of attainment and progress to show expected or better than expected progress from starting points and compared to national.</li> </ul>
<b>B.</b>	All PP pupils continue receive quality first teaching that is pitched accurately to meet their learning needs in reading and writing.	<ul style="list-style-type: none"> <li>Class teaching is at least good over time with evidence of outstanding practice.</li> <li>Reading and writing skills are taught progressively across all year groups and linked to all curriculum areas.</li> <li>Teachers and TA's feel confident in delivering reading (including Read Write Inc. Reading Roundabout and VIPERS) and writing skills across the curriculum.</li> <li>Pupils are receiving quality feedback and resources to support their learning.</li> </ul>
<b>C.</b>	Opportunities are provided for individuals to address gaps or misconceptions which arise during main class teaching, enabling a rapid and focussed response to PP Pupils' learning needs.	<ul style="list-style-type: none"> <li>Intervention records and detailed PiXL QLA analysis will show gaps in learning are identified and addressed through 'therapies' linked to specific pupil needs.</li> <li>Progress is accelerated.</li> <li>Interventions (according to need) to be offered in school time, before and after school focusing on B1/E2 pupils.</li> </ul>
<b>D.</b>	PP pupils to have access to high quality phonics intervention and reading curriculum starting with a synthetic approach to teaching phonics and then building on comprehension skills in KS1 and KS2.	<ul style="list-style-type: none"> <li>Read Write Inc. reading and phonics groups will be in place and assessment trackers will show that progress is accelerated through Quality First Teaching and focussed teacher-led one to one tutoring where needed. This will include identified Y3 pupils.</li> <li>Pupils will show accelerated progress in reading fluency, decoding and comprehension.</li> </ul>
<b>E.</b>	Appropriate pastoral support is provided for PP pupils. All pupils have access to additional PSHE and Thrive sessions to support their emotional and mental wellbeing. Children have opportunities to talk about their feelings in a controlled way and feel listened to and supported.	<ul style="list-style-type: none"> <li>Referral system in place and children are identified and receiving support.</li> <li>Children will be supported and listened to which will enable them to be 'ready to learn', emotionally, mentally and socially.</li> <li>Whole School Thrive Assessments will identify key pupils who would benefit from small group or 1:1 support.</li> <li>Children are ready to learn in class with greater independence and less interventions and support over time.</li> </ul>
<b>F.</b>	Increased parental involvement for PP Pupils in their child's education and development.	<ul style="list-style-type: none"> <li>Additional parental support for pupils. Positive relationships established between families and school.</li> <li>Parenting support and initiatives in place and Parent Cafes attended by PP parents.</li> <li>PP parents to have attended at least one school initiative during the academic year either virtually or face to face.</li> </ul>
<b>G.</b>	All pupils will have been offered at least one after school club or extra-curricular activity. Children will have experienced a broader curriculum and know there are a range of activities available linked towards their interests, skills and talents.	<ul style="list-style-type: none"> <li>Pupils will be able to access the same opportunities as non-pupil premium pupils.</li> <li>Social, personal and emotional development of pupils will be enhanced; social skills, confidence and independence.</li> </ul>

H.	The % of Pupil Premium pupils with an attendance below 95% will reduce and be in line with non-pupil premium pupils.	<ul style="list-style-type: none"> <li>• Number of persistent absentees for PP pupils is in line with non-PP pupils.</li> <li>• EWO and SaFS team involvement will support attendance.</li> <li>• Attendance for the children is in line with national at 96%</li> </ul>
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4. Planned expenditure					
Academic year 2020/21					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A - For PP pupils to make the same progress of better than non-PP pupils.	Termly pupil progress meetings QLA to identify gaps Targeted and 'stretch and fix' interventions in place. Learning walk and book looks focussed on PP pupils. Individual PP targets reviewed termly.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds:' over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings.</li> <li>• School Monitoring cycle, including book looks, learning walks and provision mapping.</li> </ul>	AC	Half-termly Pupil Progress meetings.
B – All PP pupils continue to receive Quality First Teaching in English.	Whole School Focus on reading and writing. Reading CPD for all staff including use of comprehension strategies (VIPERS) and the explicit teaching of Reading through Reading Roundabout. Use of PiXL assessment to identify gaps in learning and therapies. Coaching, modelled teaching and support from NQT/ Teach First mentor.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge.	<ul style="list-style-type: none"> <li>• School monitoring cycle including book looks, learning walks, use of PiXL assessments and pupil voice.</li> </ul>	SLT  English Team	As part of the Operational Overview
D – PP Pupils have access to high quality	CPD for all Early Years and Key Stage 1 staff.  Development days with Read Write	CPD: Usually, effective CPD that improves quality teaching and attainment is: supported by the school's leadership, sustained	<ul style="list-style-type: none"> <li>• Reading Leader in place to monitor and coach delivery of Read Write Inc.</li> <li>• Development days</li> </ul>	LA (Reading Leader)	Half-termly assessments

phonics intervention and reading support.	Inc. advisor.  Small group phonics and guided reading groups with additional LSA support.	over at least two terms ,includes expert input, peer collaboration and opportunities for teachers to consider and experiment with their learning and get feedback on their work.	working with RWI adviser. <ul style="list-style-type: none"> <li>• Whole School RWI training.</li> <li>• Additional LSA support for phonics and reading groups.</li> </ul>	LA/AW/ LG (Reading Team)	
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
G -For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Breakfast Club  A range of before and after school clubs including: sport, drama, music, computing as well as academic targeted support.	Breakfast clubs improve attendance and punctuality as well as providing a nutritious breakfast. Evidence indicates pupils make two additional months progress from attending before or after school programmes and are more likely to have an impact when not solely academic in focus (FFF Toolkit)	<ul style="list-style-type: none"> <li>• Regular monitoring of Breakfast Club provision.</li> <li>• Identification of after school clubs linked to interests and changed termly.</li> <li>• Invitations sent to all PP pupils and costs subsidised</li> </ul>	AC	Half-termly
E/F - For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Pastoral Support  An additional qualified Thrive Practitioner and whole school daily Thrive session.  Whole school Thrive sessions and Thrive delivered for small groups and individual pupils.  Pastoral Lead available before and after school every day to meet with parents.	Important to build positive and supportive relationships with pupils and families. Parents play a crucial role in supporting their children’s learning and levels of parental engagement are linked with children’s attainment. Parental engagement can have a positive impact of 2-3 months (EEF Toolkit)	<ul style="list-style-type: none"> <li>• Full time pastoral support</li> <li>• Up to date Thrive training and monitoring of Whole School Thrive action plans</li> <li>• Weekly updates between SLT and SaFS teams</li> <li>• Regular opportunities for parents to engage with school e.g. class dojo, share events, ‘Stay and Play sessions’, Cafes for ...</li> </ul>	SS (SaFS Lead)	Termly

<p>C - For identified gaps in learning to be addressed.</p>	<p>Planned and focussed interventions according to need evidenced on school provision map.</p> <p>Small group interventions planned directly from QLA from termly assessments.</p> <p>1:1 support before school.</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact (approximately 5 months). Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<ul style="list-style-type: none"> <li>• Updated provision mapping on Pupil Asset</li> <li>• Individual PP targets reviewed and monitored.</li> </ul>	<p>SS (SaFS Lead)</p>	<p>Half termly</p>
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### iii. Other Approaches

<p>G - Ensuring that PP pupils have access and involvement in all enrichment and extra curriculum activities.</p>	<p>Subsidised costs for a range of extra-curricular activities including museum trips, theatre visits, residential trips and coracle building.</p> <p>Forest School Lead offering Forest School sessions and outdoor adventure learning to all pupils.</p>	<p>Parents of PP are four times less likely to pay for extra opportunities for their children.</p> <p>Pupils who take part in outdoor adventure learning make approximately four additional months progress.</p>	<p>Monitoring of Forest School sessions through planning, intervention records, learning walks and perceptions. Pupil perceptions and ensuring all pupils have been offered further opportunities.</p>	<p>AC</p>	<p>Half-termly</p>
<p>H – Ensure that supportive measures are in place to reduce number of PP pupils who have an attendance less than 95%.</p>	<p>Purchase services of EWO to help monitor attendance</p> <p>Attendance incentives including attendance raffle, 100% certificates and whole school rewards.</p> <p>Incentives for most improved attendance.</p> <p>Supportive pastoral meetings and phone calls.</p>	<p>Attendance has a significant impact on pupils. If pupils are not in school, they are missing out on learning.</p> <p>Lateness also has an impact of a child’s wellbeing as well as social development.</p>	<p>Attendance reports for governors will show the impact on PP pupils.</p> <p>The gap between attendance of PP and non-PP will be narrowed.</p> <p>Attendance meetings will be held with parents and minuted and actioned.</p>	<p>SS/ SB</p>	<p>Half-termly</p>

## 5.Review of Expenditure (2019-20)

### i.Quality of teaching for all

Desired	Chosen action/approach	Impact:	Lessons learned
A - For PP pupils to make at least the same progress as non-PP pupils.	Termly pupil progress meetings. QLA to identify gaps Targeted and 'stretch and fix' interventions in place. Learning walk and book looks focussed on PP pupils. Individual PP targets reviewed termly.	The Spring Termly Reviews showed that PP pupils had been identified for additional interventions and that existing interventions were having an impact before lockdown.  Planned interventions target PP pupils with a greater focus on B1 pupils and A2 pupils as well as pupils whose progress is below expected since the previous Key Stage.	The use of PiXL and QLAs ensures that teachers can identify specific gaps and use PiXL therapies to ensure impact. Early intervention is working.  Pupil Premium pupils need to continue to be discussed as a cohort during Termly Reviews.
B – All PP pupils continue to receive 'Quality First Teaching' in English.	Whole School Focus on reading and writing. Reading CPD for all staff including use of Reading Roundabout and comprehension strategies (VIPERS) Use of PiXL assessments to identify gaps in learning and therapies. Coaching, modelled teaching and support from NOT/ Teach First mentor.	Targeted intervention was starting to show impact e.g. In Reading, the % of Y4 pupils able to answer inference questions increased from 25-72%.  All staff received additional CPD from an English Specialist on Reading Roundabouts and the explicit teaching and sequencing of Reading skills.  In Y6 writing, the average progress was slightly higher for PP pupils compared to non-PP (103.54 compared to 103.5)	Intervention has a positive impact when it is targeted at individual gaps identified through PiXL QLAs.  Staff now have a better understanding of the explicit teaching of Reading and need time to embed this to see the impact reflected in the data and termly assessments.

<p>D – PP Pupils have access to high quality phonics intervention and reading support.</p>	<p>CPD for all Early Years and Key Stage 1 staff.</p> <p>Development days with Read Write Inc. advisor.</p> <p>Small Group phonics and guided reading groups with additional LSA support.</p>	<p>All staff received CPD for Read Write Inc. and additional coaching and modelling in school and from RWI advisor.</p> <p>Small highly differentiated phonics groups were in place, 1:1 tutoring and intervention.</p> <p>In EYFS, 6% of PP pupils were on track at the beginning of the year. It was predicted 63% were on target to be on track at the end of the year. In Y1, 42% were on track in autumn term, compared to 63% when schools closed in March.</p>	<p>The use of 1:1 tutoring and small differentiated groups were having a positive impact on progress, especially in EYFS.</p> <p>PP pupils need early intervention to narrow the gap between PP and non-pp pupils.</p> <p>High quality training and coaching ensured high quality Read Write Inc. teaching takes place on a daily basis.</p>
<p>G -For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p>	<p>Breakfast Club</p> <p>A range of before and after school clubs, including sport, drama, music, computing as well as academic targeted support.</p>	<p>Numerous before and after school clubs were held for pupils, including art, board games, drama, dodgeball and Forest School.</p> <p>These were well-attended by PP pupils. 58% of pupils who attended computer and board games were PP pupils.</p> <p>64% of PP pupils attended at least one before or after school club during the Autumn Term.</p>	<p>The subsidised breakfast clubs, after school clubs and identified opportunities, allows PP pupils to access the same opportunities as non-pp pupils. No pupil missed out as a result of a financial barrier.</p> <p>Going forward, school need to continue to provide a range of opportunities for pupils with different interests – arts, sport and computing.</p>
<p>E/F - For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p>	<p>Pastoral Support</p> <p>Qualified Thrive Practitioner leading Thrive sessions</p> <p>Pastoral lead available before and after school every day to meet with parents.</p>	<p>All pupils and parents had access to pastoral support when and as required. This pastoral support extended to weekly phone calls and additional financial support, printed learning packs, food hampers and advice during lockdown 2020.</p> <p>72% of pupils and families directly accessed support from the pastoral team.</p>	<p>Families rely on the pastoral support offered by the school. Early identification and trusting relationships, enables parents social and emotional needs to be supported effectively. Outstanding support has ensured that families have been able to access additional support through external agencies.</p>



<p>C - For identified gaps in learning to be addressed.</p>	<p>Planned and focussed interventions according to need are evidenced on school provision map.</p> <p>Small group interventions are planned directly from termly assessments and the QLAs.</p>	<p>Termly Reviews and individual action plans identified pupils for intervention, targeting pupils who had not made expected progress. A2/B1 pupils are identified using PiXL QLA data.</p>	<p>The Termly review cycle, PiXL assessments and QLAs ensure that intervention is targeted at all pupils.</p> <p>Teachers take more ownership of their own data and with continued familiarisation of PiXL, therapies are being used more effectively.</p>
<p>G - Ensuring that PP pupils have access and involvement in all enrichment and extra curriculum activities.</p>	<p>Subsidised costs for a range of extra-curricular activities, including museum trips, theatre visits, residential trips and coracle building.</p> <p>Forest School Lead offering Forest School sessions and outdoor adventure learning to all pupils.</p>	<p>During the Autumn term, every class accessed our Forest School provision as part of their curriculum and also during extra-curricular activities.</p> <p>Residential trips were planned throughout the year, including a whole school Pantomime, subsidised by PP funding. This allowed all pupils to have access.</p> <p>Rock Steady Music opportunities were funded for PP pupils who would have been unable to attend.</p>	<p>Pupil feedback shows children enjoy opportunities in Forest School which is now accessed by children and linked to all curriculum areas.</p> <p>Planned activities enrich the curriculum and continue to provide additional opportunities. Without PP funding, PP pupils would miss out on these opportunities as finance would act as a barrier.</p>
<p>H – Ensure that supportive measures are in place to reduce the number of PP pupils who have an attendance less than 95%.</p>	<p>Purchase services of EWO to help monitor attendance</p> <p>Attendance incentives, including attendance raffle, 100% certificates and whole school rewards. Incentives for most improved attendance.</p> <p>Supportive pastoral meetings and phone calls.</p>	<p>Attendance of Pupil Premium increased each half-term and had increased by 1.2% by the Spring term. The gap between PP and non-PP pupils had decreased from 5.11% to 2.12%.</p> <p>Supportive pastoral meetings, prevention referrals and meetings with the EWO were in place to support attendance.</p> <p>Whole school rewards were used to promote good attendance and support pupils and families.</p>	<p>Early intervention has the biggest impact on attendance.</p> <p>A clear and consistent approach with identifying patterns, supportive phone calls from the pastoral team and then further intervention from the EWO has worked effectively.</p> <p>Below 95% attendance letters have a positive impact on attendance and enables early identification. This raises the profile and importance of attendance.</p>