

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

Detail	Data
School name	Kessingland Church of England Primary Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	90 (39%) 82 (40%) without Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adrian Crossland Headteacher
Pupil premium lead	Adrian Crossland
Governor / Trustee lead	Keith Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,015
Recovery premium funding allocation this academic year	£12,900
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	£129,915 The school's total spend £148,107 (additional funding)

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision is linked to the Good Shepherd. Jesus said, "I have come that they may have life, and have it to the full". (John 10:10)

Our vision as a Church of England School is deeply rooted in strong Christian values and nurtured in our love and care for one another. We **Aspire** to be the best we can be, **Believe** in ourselves and others around us, and **Challenge** ourselves to achieve more than we ever thought possible.

We want our pupils to live life to the full. Just as the Good Shepherd knows each of his flock, we want to know each of our children and their unique and individual qualities. We aim that like the Good Shepherd, we ensure each of our flock reach the best pastures where they are able to 'Thrive'. Just as the Good Shepherd persevered to look for his 'Lost Sheep' we aim to nurture and support those who may find things difficult and share together when we achieve great things.

This vision reflects the same objectives we have for our disadvantaged pupils and we want to ensure they have the same support and opportunities to reach their full potential academically, socially, morally and spiritually to achieve the school's vision of living life in all its fullness.

The key principles of our strategy are:

High expectations for the achievement of all disadvantaged children.

The drive and belief that gaps can be closed through targeted support, resources and intervention.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in Reading, Writing and Maths is below typical expectations.
2	Pupils have limited vocabulary and lower starting points in EYFS.

	Read Write Inc. assessments show that disadvantaged pupils generally have greater difficulties with their phonics compared to their peers. This negatively impacts their development as readers.
3	Thrive assessments, observations and discussions indicate that the wellbeing of many of our disadvantaged pupils has been impacted by the partial school closures.
4	Discussions with pupils and families show that many of our disadvantaged pupils have a lack of cultural enrichment opportunities compared to their peers.
5	Our attendance data for the last few years shows that attendance amongst our disadvantaged pupils is consistently lower than for non-disadvantaged pupils. Poor attendance has a negative impact on pupil's progress and academic achievements.

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
Improved outcomes in Maths, Reading and Writing shows PP pupils are in line with non-PP pupils and national averages.	Disadvantaged pupil outcomes are at least in line with disadvantaged children nationally. The number of children achieving expected standard at the end of KS1 and KS2 is in line with the non-disadvantaged.
Improved speaking, listening and communication skills in the EYFS.	NELI assessments and observations show that speaking and listening has significantly improved for our disadvantaged pupils.
Improved phonics in Key Stage 1. The number of pupils meeting the expected standard in the Year 1 Phonics Check is at least in line with national averages.	Disadvantaged children's phonic outcomes are at least in line with disadvantaged children nationally. The number of disadvantaged children achieving the expected standard in the Year 1 Phonics Check is in line with the non-disadvantaged
To ensure that the well-being of all our pupils in school, particularly our disadvantaged pupils, continues to improve.	Findings from parent and pupil voice will continue to show that pupils feel happy, safe and supported in school. Quantitative data from Thrive assessments show that disadvantaged pupils are making good progress in their social, emotional and mental health.
Attendance will improve and be in line with national averages for all pupils.	Significant reduction in the gap between disadvantaged and non-disadvantaged pupils.

	Significant reduction in persistent absence of disadvantaged pupils.
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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: £ 15,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PiXL and use of termly assessments to regularly monitor children's progress.</p> <p>Termly action plans, core meetings and opportunities for all staff to meet with RSL (Raising Standards Lead).</p>	<p>Standardised tests and the comparison with PiXL national average can provide reliable insights into the strengths and areas requiring development for each pupil. This ensures that pupils receive the correct additional support through interventions or class teaching.</p>	<p>1 – Attainment in Reading, Writing and Maths.</p>
<p>Structured phonics intervention and small group tuition.</p> <p>Phonics Lead to have dedicated release time to coach and monitor the delivery of Read Write Inc. and ensure that groupings and interventions provide appropriate support and challenge.</p> <p>Purchase of Read Write Inc. resources and books.</p> <p>Small group tuition and 1:1 intervention linked to gaps in phonics and ensuring pupils 'keep up, not catch up'.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Studies in England show that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1 – Attainment in Reading and Writing</p> <p>2 – Phonics Outcomes</p>
<p>Maths Lead to have dedicated release time to monitor the effectiveness of teaching and progress across the school.</p> <p>Time for Maths Lead to work alongside an experienced subject specialist to embed the understanding of research undertaken by NCETM and work with the Maths Hub on</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The impact of the mastery learning approach is on average an additional five months' progress over the course of the year.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before</p>	<p>1 – Attainment in Maths</p>

<p>how it impacts the progress in the classroom.</p> <p>Small group interventions linked to identified gaps on PiXL assessments delivered by National Tutors/ Academic Mentors.</p> <p>Purchase of concrete materials and manipulatives to support the teaching of maths.</p>	<p>moving on. Mastery learning approaches address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 67,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring 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>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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 – Attainment in Reading, Writing and Maths.</p> <p>2 - Phonics outcomes</p>
Implementation of NELI and other speech and language interventions to improve listening, vocabulary and narrative in disadvantaged pupils, who have low communication and interaction skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2 – Phonics outcomes and limited vocabulary

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

Budgeted cost: £65,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive practitioners to provide social, emotional and mental health support to identified disadvantaged pupils.</p> <p>Whole school Thrive approach to ensure a consistent approach and highly value the importance of wellbeing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact. On average, 4 months' additional progress in academic outcomes is achieved over the course of an academic year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focussing on personal and academic outcomes (+4 months).</p>	3 – Emotional wellbeing
<p>Pastoral Support and Young Carers Lead to provide support to disadvantaged families and support pupil wellbeing.</p> <p>Pastoral Support and Young Carers Lead available to encourage and support family engagement.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact. On average, 4 months' additional progress. It is crucial to consider how to engage with all parents, to avoid widening attainment gaps.</p>	<p>1 – Attainment in Reading, Writing and Maths</p> <p>3 – Emotional wellbeing</p>
Subsidised breakfast and after-school club places for disadvantaged pupils.	Spending pupil premium on non-academic interventions, such as improving pupils' attendance can often be vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.	4 – Enrichment opportunities
<p>Embedding principles of good practice, set out in the DfE's Improving School Attendance Advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and release time for Attendance Lead to monitor and action.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5 - Attendance
Contingency fund for any issues that may arise during the course of the year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £148,107

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.

A - 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.

Writing proved to be the most challenging to deliver during the remote learning and needs a continued focus for all pupils but particularly disadvantaged pupils during the next academic year. Disadvantaged pupils and non-disadvantaged pupils progress was broadly in line until the move to remote learning.,

B - All PP pupils continue receive quality first teaching that is pitched accurately to meet their learning needs in reading and writing.

All pupils accessed live lessons and home learning activities during remote learning.

PiXL assessments identified gaps in learning and key pupils were able to access additional support and intervention from the Academic Mentor and class teacher.

All staff received CPD around Reading Roundabout and reading strategies and this was successfully implemented. This led to pupils making good progress.

C - 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.

Same day intervention took place and ensured any misconceptions could be quickly identified and pupils were able to 'keep up, not catch up'

Academic Mentor was used to address gaps in learning.

Additional phonics support took place, including 'one to one' and small group tutoring.

D - 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.

All staff have received CPD and coaching to ensure that the quality of phonics teaching and intervention is good. The lowest 20% achievers have benefitted from targeted one to one tuition and the majority of children made an average 10 -15 words progress in the summer term.

E - 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.

Daily Thrive lessons were introduced and Thrive assessments show that pupils made good progress with their social and emotional wellbeing. This was impacted during the lockdown period. Pastoral support continued throughout the period of remote learning and the school made weekly phone calls to disadvantaged pupils and families. Well-being questionnaires show that pupils feel safe and happy at school and have an adult to talk to.

F - Increased parental involvement for PP pupils in their child's education and development.

Our Pastoral Lead and Ambassador for Young Carers were available throughout the year and were accessed by many parents. This included supporting with learning, emotional well-being and practical help and advice e.g. food boxes and uniform support.

Due to the nature of remote learning, many parents became more involved in their child's learning and education. Pastoral support continued throughout the period of remote learning with at least weekly phone calls to disadvantaged families.

G – 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.

All pupils were offered at least five after school clubs during the year. Pupil voice determined the activities timetabled and highlighted that pupils appreciated the opportunities on offer. Participation rates were high, especially within KS2, and the number of disadvantaged pupils compared to non-disadvantaged pupils attending was broadly in line.

H - Ensure that supportive measures are in place to reduce number of PP pupils who have an attendance less than 95%.

Attendance continued to be closely monitored, supporting parents and pupils where required. There was heightened anxiety over COVID-19 and pupils were supported to come into school. Continued liaison with EWO. The gap between disadvantaged and non-disadvantaged pupils remains and needs to remain a focus next year.

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
Thrive	www.thriveapproach.com
TT Rockstars	Maths Circle
RWI Portal	Ruth Miskin and Read Write Inc.

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?	The service pupil premium allocation last academic year was spent on supporting individual pupils with targeted intervention and 1:1 support linked to individual gaps in attainment.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made good progress against individual targets, as evidenced through the school provision map.