

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	226
Proportion (%) of pupil premium eligible pupils	89 pupils 42%
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	October 2022
Date on which it will be reviewed	October 2023
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	£129,516
Recovery premium funding allocation this academic year	£12,636
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	£142,152

Part A: Pupil premium strategy plan

Statement of intent

“Be the best you can be” - “Live life in all its fullness” (John 10:10)

By exploring the parable of ‘The Good Shepherd’ we can think more about the vision of ‘life in all its fullness’. Just as the Good Shepherd knows and LOVES each of his flock, we want to know each of our children and their unique and individual qualities showing RESPECT and COMPASSION. 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. As staff, parents and governors we have a RESPONSIBILITY to be loving role models and like the Good Shepherd, reassuring and protecting our children to feel safe, have high ASPIRATIONS and flourish as individuals in our school community and beyond. With this in mind we want our children, staff and families to ‘Be the best they can be’ and live ‘life in all its fullness’.

We are committed to ensuring we develop the whole child, linked to Jesus’ promise of “life in all its fullness”.

- **Life in all its fullness** through positive and loving relationships with compassion and respect for ourselves and others;
- **Life in all its fullness** through persevering and growing as learners;
- **Life in all its fullness** through a knowledge rich curriculum with high aspirations;
- **Life in all its fullness** through a sense of community and responsibility;
- **Life in all its fullness** through spiritual development.

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including pupils receiving pupil premium.

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	Disadvantaged pupils have limited vocabulary and lower starting points compared to their peers in EYFS. Read Write Inc. assessments show that disadvantaged pupils generally have greater difficulties with their phonics, compared to their peers. This impacts their development as readers.
3	Whole school 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 disadvantaged pupils are in line with non-disadvantaged pupils	Disadvantaged pupil outcomes are above disadvantaged children nationally. The number of disadvantaged 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.	Communication, speaking and listening 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 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.

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: £33,732

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>	Standardised tests and the comparison with PiXL national average can provide reliable insights into the strengths and areas of development for each pupil. This ensures that they receive the correct additional support through interventions or class teaching.	1 – Attainment in Reading, Writing and Maths.
<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>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>1 – Attainment in Reading and Writing</p> <p>2 – Phonics Outcomes</p>

Small group tuition and 1:1 intervention linked to gaps in phonics and ensuring pupils 'keep up, not catch up'.	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>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 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 Sumdog Maths so that appropriate and engaging homework can be set.</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: 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 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 moving on. Mastery learning approaches could 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>Homework has a positive impact (on average +3 months) on pupil progress. Homework when linked to classroom work tends to be more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1 – Attainment in Maths

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

Budgeted cost: £39,525

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	<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>1 – Attainment in Reading, Writing and Maths.</p> <p>2 - Phonics outcomes</p>

significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high-attainers.	and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Implementation of Well Comm Assessments in the Early Years and targeted support from other speech and language interventions to improve and support children's speech, language and communication development.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 – Phonics outcomes and limited vocabulary

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

Budgeted cost: £68,895

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 per 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 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.	4 – Enrichment opportunities
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance Advice.</p> <p>This will include release time for staff to develop and implement new procedures including weekly incentives and rewards, pastoral</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

meetings and regular phone calls.		
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
Music lessons will be provided for all pupils.	<p>Arts participation and involvement as part of the curriculum or extra-curricular activity can have an impact on attainment in other areas of the curriculum. Progress can increase by 3 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4 – Enrichment opportunities

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 2021 to 2022 academic year.

Outcome 1 - Improved outcomes in Maths, Reading and Writing shows pp pupils are in line with non-pp pupils and national averages.

- Y6 pupils who received targeted maths intervention made an average of +9.5% progress over a term. The more able pupils made an average of 16.25% progress.
- Y6 pupils who received reading interventions made an average of 8.5% progress and the more able pupils made an average of 7.4% progress.

Outcome 2 – Improved speaking, listening and communication skills in the EYFS

- Targeted pupils have accessed the NELI assessment programme and intervention with pupils who engaged in the programme made an average of 6 months progress.
- Staff received further training around supporting pupils with speech, language and communication needs.

Outcome 3 – 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.

- Same day interventions took place, ensuring any misconceptions could be quickly identified and pupils were able to 'keep up, not catch up'.
- Children who received 'pinny time' intervention made an average of +7 marks.
- Pupils who received daily sessions made an average of +10 marks and those who received two daily sessions made an average of +14 marks.
- The % of pupils who passed the Y1 phonics check was 79%.

Outcome 4 – To ensure that the well-being of all our pupils in school, particularly our disadvantaged pupils, continues to improve.

- All pupils received whole class Thrive sessions. Thrive assessments showed that pupils made good progress with their social and emotional wellbeing.
- Individual pupils received targeted intervention from one of our two Thrive practitioners and additional staff received training to deliver the interventions.
- Pastoral support was available to all families and pupils throughout the year. Pupils and families were supported with learning, emotional well being, practical help and advice i.e. uniform and foodboxes.

Outcome 5 – Attendance will improve and be in line with national averages for all pupils.

- Attendance was closely monitored throughout the year although was still impacted by pupils missing school as a result of Covid.

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
SumDog Maths	learn.sumdog.com
RWI Portal	Ruth Miskin and Read Write Inc.
Oxford Owl	www.oxfordowl.co.uk

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.