

## Pupil premium strategy statement

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	Kenley Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 (3 Year Plan)
Date this statement was first published	31-12-2021
Date on which it was reviewed	November 2022
Statement authorised by	D. Dixon
Pupil premium lead	D.Dixon
Governor / Trustee lead	L. Mcgivern

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£5,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,280

## Part A: Pupil premium strategy plan

### Statement of intent

*Kenley Primary School's aim is to provide all our children with an education that promotes curiosity and perseverance within an engaging curriculum, so that they are all able to make good progress and achieve high attainment across all areas of the curriculum. We aim to ensure that our children are motivated, successful learners whilst ensuring that appropriate provision is made for vulnerable groups.*

*In considering the challenges faced by disadvantaged pupils and their personal barriers to learning, we work to ensure that we close the gap between disadvantaged children and their peers so that all pupils achieve their full potential. Pupils were affected by partial school closures during the COVID-19 pandemic and this impacted on disadvantaged pupils disproportionately from their peers. Our key focus has been to ensure that disadvantaged pupils have the resources and support to ensure continued engagement in learning – this has been achieved through monitoring of gaps in learning with appropriate interventions in place to support 'catch-up', additional support where there have been mental health concerns through in school provision by an ELSA trained member of staff or referral to external agencies.*

*Our primary focus is on quality first teaching. Using a rigorous approach to assessment of pupils through both summative and formative assessment we work to ensure that the curriculum can be accessed by all pupils, whilst giving targeted support to the pupils who require it. This approach ensures that all pupils are able to achieve and that the attainment of non-disadvantaged pupils is maintained whilst also closing the attainment gap between our disadvantaged and non-disadvantaged pupils.*

*Alongside this strategy we will use School led tutoring to support pupils whose education has been worse affected during the past two years. This strategy focuses on identifying pupils who need additional support to reach their full potential, the class teachers and the staff delivering the School-Led tutoring work together to plan and monitor the progress of the pupils.*

*The following details our approach to using the Pupil Premium Grant. It is focused on needs of individual children as well as strategies, backed by research, which will ensure we are able to deliver an effective provision tailored to the needs of all of our pupils.*

## Challenges

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

Challenge number	Detail of challenge
1	From discussions with parents and pupils as well as our own observations, the wellbeing of pupils is a key focus. We know that this has been exasperated during the last three years. This has been particularly evident for disadvantaged pupils. Pupils who are emotionally and socially vulnerable are less likely to thrive academically leading to gaps in attainment.
2	Teacher assessment data, using Kenley assessment framework, and book scrutiny has demonstrated that disadvantaged pupils' attainment in writing is below age related expectations.
3	Assessment demonstrates that disadvantaged pupils have reduced reading comprehension skills. Questions level analysis shows that 'explanation of words in context' for our pupils is below national comparisons from PiXL schools. This is due to language acquisition and access to quality reading material.
4	Conversations with parents, assessments from Speech and Language professionals and SEND information show a higher proportion of disadvantaged pupils need SALT input on entry which slows progress in other years.
5	Analysis of attendance data shows that attendance rates for PPG children is lower than that of non-disadvantaged pupils.
6	Parental engagement for disadvantaged pupils is lower than that for non-disadvantaged pupils. Parents report being less confident in how to support their child's learning at home

## 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
1. <i>Wellbeing is supported and pupils feel ready to learn.</i>	<ul style="list-style-type: none"> <li>Pupils who need wellbeing supported are identified and referred for ELSA support.</li> <li>Empowerment sessions take place for those pupils who need support with confidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents surveys show that parents feel wellbeing is supported.</li> <li>• Pupil voice shows that wellbeing is supported.</li> <li>• Pupils make progress in their learning from their starting points.</li> </ul>
2. Gaps in attainment in writing is closed between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Evidence from data document and individual pupil analysis show that pupils have made progress from their starting points.</li> <li>• Evidence from data analysis shows that the gap in attainment between disadvantaged pupils (who do not have additional learning needs) and non-disadvantaged pupils (who do not have additional learning needs) has been reduced.</li> </ul>
3. Gaps in attainment in reading comprehension is closed between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Evidence from data document and individual pupil analysis show that pupils have made progress from their starting points.</li> <li>• Evidence from data analysis shows that the gap in attainment between disadvantaged pupils (who do not have additional learning needs) and non-disadvantaged pupils (who do not have additional learning needs) has been reduced.</li> </ul>
4. Provision ensures that needs are quickly identified on entry and high-quality SALT provision is in place.	<ul style="list-style-type: none"> <li>• Assessments have been carried out for pupils identified as requiring SALT intervention.</li> <li>• Staff training has taken place to support pupils with SALT.</li> <li>• Specialist intervention is in place to support pupils with SALT.</li> </ul>
5. Attendance of disadvantaged pupils improves.	<ul style="list-style-type: none"> <li>• Evidence from EWO data show that attendance of disadvantaged pupils is in line with non-disadvantaged pupils.</li> </ul>
6. Parents are supported to engage in their child's learning.	<ul style="list-style-type: none"> <li>• Students have access to a laptop and the internet to be able to complete work at home</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the wider curriculum identifying opportunities for links with both reading and writing which supports attainment in literacy by ensuring tasks are relevant and accessible to the pupils.	<p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
PiXL materials support whole class teaching as well as enabling teachers to use QLA's to ensure quality first teaching is targeted at the needs of the children. PiXL provides quality training in the form of subject specific conferences and advise teachers on specific strategies on a 1:1 basis.	<p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore, we want to offer high quality teaching to these pupils to increase progress.</p> <p>Regular training opportunities and collaboration with other teaching professionals supports CPD – these are a vital aspects of the PP strategy.</p>	1, 2, 3, 4
<p>Monitoring of impact of phonics groups with interventions in place to support phonics attainment across all key stages with a focus on lowest 20% in Years 3 and 4.</p> <p>Interventions using quality age-appropriate resources including Nessie.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Phonics approaches are also appropriate with older children struggling with decoding.</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
All pupils have access to a range of high-quality literature. Pupils are given regular opportunities to read with a member of staff and spelling strategies used across	The EEF Toolkit highlights that overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'	2, 3

<p>KS2 to support high level vocabulary acquisition.</p>	<p>additional progress over the course of a year.</p> <p>Oral language approaches include: Targeted reading aloud and discussing books with young children. Explicitly extending pupils' spoken vocabulary. The use of structured questioning to develop reading comprehension.</p> <p>Vocabulary development &amp; enrichment, phonics review to ensure it is used to develop early reading and PiXL reading uses all of the approaches of the Oral Language Intervention.</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-Led tutoring.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>PiXL's tailored programmes for reading, writing and maths is a proven approach that targets provision to specifically improved combined attainment. The materials to assess individual needs and provide a structure for small group intervention supports accelerated progress to ensure</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2, 3</p>

attainment at age appropriate levels.	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Pupils have access to SALT provision, including professional assessment, staff have received training to deliver regular interventions and interventions delivered by SALT.	<p>The EEF Toolkit highlights that the evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of six additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>Early language deficits, word gaps and poor vocabulary hugely disadvantage children from the outset in terms of academic performance. The EEF Early Years Toolkit evidences that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills their expressive vocabulary.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support in place for those pupils identified as needing wellbeing support.</p> <p>In order to improve self-esteem, confidence and develop leadership strategies, pupils are identified for a 10 week programme of Empowerment sessions.</p> <p>Pupils have access to extra-curricular clubs, learning outside of the classroom including subsidised trips.</p> <p>Access to these structured support strategies have also been found to increase attendance.</p>	<p>We have witnessed the impact that emotional and social support groups can have on children experiencing emotional and social interruptions; therefore, we have developed a whole school systematic approach to the early identification of emotional development need in children so that differentiated provision can be put in place quickly and that ELSA support can be put in place regularly for those children who have been identified as needing it.</p> <p>ELSA is a preventative and reparative approach which provides support for children experiencing difficulties in their lives and enables children to re-engage with their learning. If ELSA is not suited to the needs of the pupils the SENCO will make appropriate referrals to CAHMS, Early Help or positive pathway.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Schools can support pupils with self-esteem and motivation for learning as well as giving pupils the opportunities for encounter new experiences and setting.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5

<p>EWO to provide increased level of support for improving attendance.</p>	<p>The analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.</p> <p><a href="http://www.gov.uk">Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</a></p>	<p>5</p>
<p>Subsidising access to musical instruments for SoundStart</p>	<p>Access to the arts, especially music, has been demonstrated to support a positive attitude to learning and increased wellbeing.</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 5</p>

**Total budgeted cost: £ 62,280**



## 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.

#### Teaching

The curriculum has been revised with the Literacy Tree being an integral part of the English curriculum. This supports pupils with both reading and writing, materials are chosen which link to learning in other areas as well as ensuring it is reflective of the diversity within our local community, thus making it more relevant to the pupils. The use of PiXL materials in both assessment and subsequent interventions meant that pupils made good progress from their starting points.

KS2 data from 2021-2020 indicate that performance of disadvantaged pupils was lower than non-disadvantaged pupils in reading, writing and maths, however in maths at KS2 outcomes were above that of the same group for KS1 at both age-related expectations – which means that there was accelerated progress for disadvantaged pupils.

In phonics the whole Year 1 cohort achieved above national comparisons with 93% of pupils attaining the expected standard with 100% of the disadvantaged pupils achieving at the expected standard.

The school continued to support pupils in reading with access to high quality literature through initiatives such as class read-alongs – with books for disadvantaged children being supplied - and support with the acquisition of vocabulary with the use of clued spelling.

Pupils had access to interventions to support reading and spelling of common exception words. 100% of pupils selected in years Reception to 4 made progress with 18.5% attaining all common exception words for their cohort – this was reflective of both school led tutoring and reading intervention strategy.

#### School led tutoring

Pupils were identified for school led tutoring using PIXL question level analysis. Support staff accessed training to support the delivery of small group tutoring aim to support pupils in phonics, writing and maths. Support staff worked with the teachers to plan these activities suited to the needs of the pupils.

Year 6 school led tutoring revision sessions focus on maths. From the data 83% pupils reached expected standard in maths, with 60% of the disadvantaged pupils reaching the expected standard which is 40% above the same group in KS1.

#### SALT

External agencies supported SALT with individual support for SEND pupils and training to help facilitate group interventions which were run by support staff. This was supported by whole class strategies such as clued spelling, and the delivery of literacy through language rich text.

The attainment of disadvantaged EYFS pupils in speaking was 83% compared to 85% of non-disadvantaged pupils. In year 1 phonics 100% of disadvantaged pupils attained at expected levels compared to 93% of the whole cohort and in year 2 phonics 67% of disadvantaged pupils attained at the expected level compared to 82% of the whole cohort.

### **Wider strategies including wellbeing and behaviour support**

Wellbeing has continued to be a key focus for our disadvantaged pupils. The curriculum provision ensured pupils were supported with wellbeing within the curriculum through PSHE lessons, book study linked to wellbeing and opportunities for outdoor learning. ELSA support continued to be offered to pupils and ELSA training took place for an additional member of staff. Improvement in transition into school has meant all pupils were able to transition into school with their peer group successfully with the support of self-regulation activities.

The Bfree empowerment program took place in Year 4, 5 and 6 with pupil voice showing that 100% felt that the sessions have had a positive impact – with pupils reporting it had a positive impact on self-belief, confidence, respect for others and relationships.

The SENDCO continued to work with families and outside agencies to ensure timely interventions with Early Help support, therapeutic interventions and CAHMS referrals.

Pupil and parent surveys reported an overwhelmingly positive response when asked about the school's support for the wellbeing of the pupils with 99% of pupils responding positively to the question 'The school encourages pupils to look after their emotional and mental health' and 85.5% parents responding positively that 'The school supports my child's wellbeing'

Attendance continues to be a focus for disadvantaged pupils with regular meetings being held with parents supported by the EWO so that appropriate arrangements could be put in place to help the families. End of year attendance was: all pupils 94.2% disadvantaged pupils 90.5% this is a narrower gap than the previous year.

Extra-curricular clubs were offered to all disadvantaged pupils, with at least 25% of all extra-curricular club places being filled by disadvantaged pupils.