

Kidmore End CE Primary School

Pupil Premium Strategy 2021-2022

Rationale

Kidmore End CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure.

Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years.

An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips annually and for widening pupils' awareness of the wider cultural diversity e.g. trips, visitors to school.

Key Principles

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

Identifying barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework
- Emotional well-being since Covid19

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need.

Our provision includes:

- Small group interventions and 1:1 tutoring
- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance termly including reports on specific learning walks, discussion with pupils and reviews of individualised pupil premium plans for our children.

Kidmore End CE Primary School

Pupil Premium Statement 2021-2022 and 2020-2021 Review

| Detail | Data |
|---|-------------------------------|
| School name | Kidmore End CE Primary School |
| Number of pupils in school | 157 |
| Proportion (%) of pupil premium eligible pupils | 6.3% |
| Academic year/years that our current pupil premium strategy plan covers | 1 year |
| Date this statement was published | 27.09.2021 |
| Date on which it will be reviewed | 22.07.2022 |
| Statement authorised by | Andrew Griffin |
| Pupil premium lead | Andrew Griffin |
| Governor / Trustee lead | Mrs June Bishop |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £15450.00 |
| Recovery premium funding allocation this academic year | £2000.00 |
| 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 | £17450.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Kidmore End CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.
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Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Social, emotional and mental health impacted by COVID |
| 2 | Gaps in reading, writing, maths and phonics |
| 3 | Speech, language and communication |
| 4 | Attendance and punctuality impacted by COVID |
| 5 | Access to wider opportunities |
| 6 | Parental engagement |

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 |
|--|--|
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. (High Proportion of Pupil Premium children in Year 6) |
| Attendance of targeted children especially after the impact of Lockdown on their emotional wellbeing | Ensure attendance of disadvantaged pupils is in-line with national average |
| Progress in Reading | Achieve or exceed PP national average progress scores in KS1 and KS2 Reading July 22 and/or diminish the attainment gap against whole cohort |
| Progress in Writing | Achieve or exceed PP national average progress scores in KS1 / KS2 Writing July 2022 and/or diminish the attainment gap against whole cohort |

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: £1900

| Activity | Evidence that supports this approach (Evidence source: EEF toolkit) | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>CPD on Reading Comprehension -strategies on reading across the school.</p> <p>Guided Reading Training and Focused training on interventions.</p> <p>Teachers and support staff will be trained on how to support pupils in specific reading and phonics interventions and in Guided Reading. £600</p> | <p>Evidence states that Reading comprehension strategies can have a high impact on average (+6 months).</p> <p>Evidence suggests that reading comprehension approaches need to be tailored to pupils' current reading capabilities, so teachers will receive professional development in effective diagnosis as well as training in the use of particular techniques and materials.</p> <p>Evidence of models and effective scaffolds used in teaching, linked to cognitive load and Rosenshine's research-based practice, to support pupils' in moving from guided to independent practice and obtain a high success rate during lessons. Staff will have specific training in the Rosenshine's principles.</p> | 2 |
| <p>Reading Pack of Resources £500</p> | <p>Purchase of individual resources for every Pupil Premium child. Some of our disadvantaged pupils are performing below 'other' children in English and PP pupils are making expected progress but some require accelerated progress in order to 'diminish the difference' and reach ARE.</p> <p>Resources will be used to support strategies for reading including encouraging the children to read at home for pleasure and share texts with parents.</p> <p>This will ensure high quality texts and questioning are used raising the standard of reading teaching. Our pupils will have access to quality texts broadening the genre of texts and widening and building their vocabulary.</p> | 2,6 |
| <p>CPD on planning for a Unit of Writing and follow up training with staff.</p> <p>£600</p> | <p>Quality Wave One teaching focusing on ensuring a high-quality teaching and learning. Evidence states that the average student makes 40 per cent more progress with highly effective teaching than they do with poor teaching. High quality CPD will focus on ensuring all learners but targeting pupil premium are able to improve their writing through improvements in pedagogy and planning.</p> | 2 |
| <p>Communication and Interaction CPD for staff January 2022 £200</p> | <p>Behaviour Interventions Evidence states that both targeted interventions and universal approaches have positive overall effects (+ 4 months EEF)). The school has planned to embed an appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. The specific training targeted at some of our pupil premium children will ensure consistency and result in a positive impact on behaviour, behaviour for learning and attendance.</p> | 2,3,4 |

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

Budgeted cost: £ £15418

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reading and Writing Group Tuition £780 | Small group tuition in Year 5 and Year 6 will be used as an effective intervention to target pupils' specific needs. Diagnostic assessment through Target Tracker will be used to assess the best way to target support. (EEF) Intensive tuition in small groups will be provided to support lower attaining learners or those who are falling behind. | 1,2,3 |
| 1:1 Reading, Spelling and Writing Tuition £468 | One to one tuition is very effective at improving pupil outcomes (EEF). One to one tuition will be used as an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas The school will target identified pupils who are significantly below the attainment of their peers. | 1,2,3 |
| Small Group Tuition targeting Year 6 Pupil Premium £1976 | Small group tuition in Year 6 is most likely to be effective if it is targeted at pupils' specific needs (EEF). Diagnostic assessment will be used to assess the best way to target support. The DHT and HT will provide targeted support and revision for Year 6 pupils ensuring that misconceptions are addressed and gaps in learning are identified and addressed through individual support in lessons and in additional booster sessions. | 2 |
| Targeted Small Group Interventions focusing on Reading and Writing Key Stage 2 and Year 2 £11700 | Deployment of experienced Teaching Assistants for intensive catch-up work for English from Years 1 to 6. The TA's will work with target pupils focussing on basic skills for writing and grammar and reading. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on outcomes. | 1,2,3 |
| 1:1 Tuition -targeted support Year 2 £494 | One to one tuition is very effective at improving pupil outcomes. (EEF) One to one tuition will be used as an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas including attitudes towards learning. | 1,2,3 |

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

Budgeted cost: £5972

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>ELSA -Mental Health support £494</p> <p>ELSA Supervision £300</p> | <p>To provide a pastoral counselling and support to the most vulnerable pupils across the school.</p> <p>Home school liaison and promoting engagement with parents. Providing support and links to help support with pupils well - being.</p> <p>More specialised programmes will be used in Social Emotional Learning (SEL) and will be targeted at students with particular social or emotional needs. The school will use ELSA Counselling and Support Plans to support children and their emotions, anxiety and attitudes to school and learning.</p> | 1,4 |
| <p>1:1 emotional support during transitions and dismissal/ lunch/soft start £2470</p> | <p>Individual Pupil Premium Plans will be used to target support including transitions at the start of the day and end of the day including focussed parental contact.</p> <p>Some pupils will have more specialist support to help manage their self-regulation or social and emotional skills and this will be included in the plans and communication and engagement with parents.</p> <p>EEF evidence states that parental engagement has a positive impact on average of 4 months' additional progress.</p> | 1,4,6 |
| <p>Extra-Curricular Clubs and LAMDA Classes £540</p> | <p>Participating in sports and physical activity is likely to have wider health and social benefits. (EEF)</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Through Lamda, looking at texts and asking questions expands vocabulary, comprehension, expression and understanding of people, relationships and why we do things.</p> | 5 |
| <p>Extra-curricular opportunities £648</p> | | |
| <p>Outdoor Education £1520</p> | <p>The school will fund all Pupil Premium children in Year 6 to participate in the Year 6 Residential which promotes resilience, teamwork and independence.</p> <p>The school will provide the pupils with activities that challenge pupils physically (and emotionally).</p> <p>Through the year, there will be opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions and to reflect on their experiences during the residential outdoor learning. (SEL)</p> <p>Support for pupils to overcome challenges and experience success will be provided building on the relationship between adult and pupils once everyone is back in school.</p> | 5 |

Total budgeted cost: £ 23090

| | Staffing Cost | CPD cost | Targeted cost | |
|-----------|---------------|----------|---------------|--------|
| Section 1 | | £1200 | £500 | £1700 |
| Section 2 | £15418 | | | £15418 |
| Section 3 | £3654 | | £2318 | £5972 |
| Totals | £19072 | £1200 | £2818 | £23090 |

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

| Aim | Outcome |
|--|---|
| Quality teaching for all | |
| a) Implementing strong plans for home learning for pupils/groups who need to self-isolate | <p>The Remote Learning Offer and Recovery Curriculum has enabled the school to provide additional work with Pupil Premium pupils to bridge gaps in their learning due to the time missed during remote learning. Whilst Pupil Premium pupils were prioritised for devices, Google Classroom teaching and additional welfare calls, the engagement of this vulnerable group meant that there were gaps upon the return to school, particularly in reading and writing.</p> <p>As we now transition to the full curriculum offer in September 2021, the progress and attainment of all pupil premium pupils, especially those in Year 5-6, will need to be closely monitored, with an emphasis on supporting staff via 1:1 coaching to ensure that practice is highly effective. In addition, the progress and attainment of higher attaining Pupil Premium pupils in Year 6 needs to be a focus group.</p> <p>Coaching and Quality First Teaching will need to focus on the level of challenge present in lessons.</p> |
| b) Interventions to address learning needs are implemented and monitored, particularly following school closure. | |
| Targeted Support | |
| a) Individualised support including 1-1 tuition/additional TA time. | <p>On return from the second lockdown, the school targeted support for those children who were vulnerable and finding it difficult to return to school. This included a number of pupil premium children who required focus 1:1 support and reintegration attendance plans to ensure they did not become school refusers.</p> <p>All children were attending school at the end of term. Since September 2021, all children on support plans have been attending school every day.</p> |
| b) Additional support for attendance and engagement – both on return to school and in case of further closures. | |
| Other Approaches | |
| a) Payment for all trips – access to clubs and similar activities. | <p>Due to the unprecedented times, we have found ourselves in because of COVID-19 and school closures, many of trips and extra-curricular events were cancelled until restrictions on these were lifted and trips could resume. As always, Kidmore End has fully adhered to all COVID-19 regulations set by the Government.</p> <p>As we returned to face-to-face lessons, attendance across the school was 96.84% in the Summer Term. The school provided opportunities for children in the summer term which allowed the children to experience a range of outdoor and sporting activities under strict COVID19 regulations and controls. Attendance remained high throughout the last term.</p> |
| b) Wellbeing/mental health support; within curriculum and targeted where appropriate. | |