

Keyingham Primary School - 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
Academy name	Keyingham Primary School
Number of pupils in the academy	173 (190 inc. FS1)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Termly by the LGB
Statement authorised by	
Pupil premium lead	Victoria White
Governor / Trustee lead	Hayley Singleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£5,510
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	£56,620

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

The school draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Early identification of PPG families through the EYFS and KS1 to provide targeted support
2	Poor behaviours for learning in pupils e.g. resilience and self-regulation, PPG and non-PPG pupils, which affects the learning environment for PPG pupils
3	Requirements to improve the quality of teaching, learning & assessment for all pupils including PPG pupils to improve outcomes in all subjects
4	Attendance and persistent absenteeism of PPG pupils

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
To ensure that all disadvantaged pupils leave Keyingham Primary School being able to read fluently in line with age-related expectations.	The number of disadvantaged pupils, with no additional needs, attaining the end of KS2 reading benchmark is in line with the national other.
To close the achievement gap between the disadvantaged and the school's non disadvantaged pupils.	The achievement of disadvantaged pupils at all key assessment points matches or is improving towards that for other pupils within school.
To close the attendance gap between the school's disadvantaged pupils and the national other group.	The attendance of disadvantaged pupils, at least matches that for other pupils nationally.
To provide disadvantaged pupils with a broad and knowledge-rich learning experience throughout their time at Keyingham Primary School.	Pupil voice will show that our disadvantaged pupils, with no additional needs, retain knowledge at the rate of non 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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £13,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a TLR post holder for the EYFS to ensure all children, including disadvantaged pupils, have access to Quality First Provision upon entry to the school.	EEF 7 – Early Years Intervention <ul style="list-style-type: none"> - Communication & Language Approaches (NELI, “10 brilliant books” etc) - Early Literacy Approaches (RWI) - Early Numeracy Approaches (Numicon, Outdoor Learning, Trust work) - Play-based Learning (child-centred curriculum) - Self-regulation Strategies - Social & Emotional Learning Strategies 	1, 2, 3, 4
RWI phonics training/support & resources	EEF 23 – Phonics <ul style="list-style-type: none"> - Consistent, high quality delivery of the RWI/Fresh Start Scheme throughout the building - Retain and replenish RWI/Fresh Start resources 	1, 3
Instructional coaching through appraisal to target key behaviours for learning and pedagogies	EEF 5 – Collaborative Learning EEF 3 – Behaviour Interventions EEF 16 – Meta-cognition & self-regulation EEF 9 – Feedback EEF 25 – Reading Comprehension EEF 7 – Early Years Intervention <ul style="list-style-type: none"> - Self-regulation Strategies 	1, 2, 3, 4

	- Social & Emotional Learning Strategies	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion of RWI phonics assessments throughout the year to ensure PPG pupils "keep up not catch up" with 25 hours of Teaching Assistant support and interventions every week.	EEF 23 – phonics EEF 17 – one-to-one tuition EEF 12 – Individualised instruction	1, 3, 4
Deployment of the NTP programme to target pupils in Years 4 to 6 in English and Maths	EEF 17 – one-to-one tuition	3, 4
Deployment of the School-led Tutoring programme to support pupils in core learning	EEF 23 – phonics EEF 17 – one-to-one tuition EEF 18 – Oral language interventions EEF 25 – Reading comprehension	1, 4
Use of NELI programme to support communication development with 10 hours of interventions throughout the week	EEF 18 – Oral Language Interventions e.g. NELI	1

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £16,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG 'pastoral/tutor group' (breakfast club) (Boxall profile supporting planning)	EEF 31 – Social and emotional learning EEF 16 – Meta-cognition & self-regulation EEF 5 – Collaborative learning	2, 4
30 % of Attendance & Home-School Liaison Officer	EEF 20 – Parental involvement	1, 2, 4
5 hours of weekly ELSA trained staff to support PPG pupils' emotional resilience	EEF 31 – Social & emotional learning	2, 4
Planned calendar of enrichment activities to raise aspirations, broaden knowledge and enhance learning	EEF 1 – Arts participation EEF 2 – Aspiration interventions EEF 19 – Outdoor adventure learning	2, 4
Development of the Forest Curriculum and staff training to deliver consistently high-quality experiences	EEF 5 – Collaborative learning EEF 16 – Meta-cognition & self-regulation EEF 19 – Outdoor adventure learning EEF 31 – Social & emotional learning	2, 3, 4

Total budgeted cost: £56,620

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.

Quality first teaching	
Impact	Lessons Learned
<p>RWI sessions taught daily to all pupils in all year groups that require the support. Phonics leader now in post to support assessment and strategic intervention planning. Peer coaching developed with key staff to support wider staff CPDL.</p>	<p>Further develop the skills of KS2 teaching staff to embed and reinforce phonic skills for all pupils in all lessons.</p>
Targeted academic support	
Impact	Lessons Learned
<p>KS2 Nurture provision unable to run through COVID due to 'bubble' structure although deployment of key PPG/SEND/D staff throughout lockdowns/openings supported attendance of vulnerable pupils All pupils in RWI intervention groups and Numeracy intervention groups offered support on 1:1 or 1:3 basis throughout lockdowns/openings. ERP developed and expanded to better support DD pupils</p>	<p>Continue to explore Nurture accreditation and wider implications of the practice to further benefit pupils in school Seek out good practice and partnerships to develop ERP in school</p>
Wider Strategies	
Impact	Lessons Learned
<p>WLT identified as a "positive strategy" who "cover the breadth of the safeguarding agenda with clear accountability and understanding" in the Spring TCAT safeguarding audit Review of CPOMS by DSL/HT ensured that PPG/DD/vulnerable pupils' support was refined and improved throughout the academic year.</p>	<p>Continue to develop the PD agenda/curriculum enhancements now that we have returned more fully to school so that all PPG pupils benefit from a wide range of experiences.</p>

Externally provided programmes

Bridge Speech Therapy

Programme	Provider

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence			
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence			
3	Behaviour interventions Moderate impact for low cost based on limited evidence			
4	Collaborative learning approaches High impact for very low cost based on limited evidence			
5	Extending school time Moderate impact for moderate cost based on limited evidence			
6	Feedback Very high impact for very low cost based on extensive evidence			
7	Homework High impact for very low cost based on very limited evidence			
8	Individualised instruction Moderate impact for very low cost based on limited evidence			
9	Learning styles Unclear impact for very low cost based on insufficient evidence			
10	Mastery learning High impact for very low cost based on limited evidence			
	Mentoring Low impact for moderate cost based on moderate evidence			

11

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

One to one tuition

High impact for moderate cost based on moderate evidence



+5

Oral language interventions

Very high impact for very low cost based on extensive evidence



+6

Outdoor adventure learning

Unclear impact for moderate cost based on insufficient evidence



●

12

Parental engagement

Moderate impact for very low cost based on extensive evidence



+4

Peer tutoring

High impact for very low cost based on extensive evidence



+5

13

Performance pay

Low impact for low cost based on very limited evidence



+1

14

Phonics

High impact for very low cost based on very extensive evidence



+5

15

Physical activity

Low impact for very low cost based on moderate evidence



+1

16

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

17

Reducing class size

Low impact for very high cost based on very limited evidence



+2

18

Repeating a year

Negative impact for very high cost based on limited evidence



-3

19

School uniform

Unclear impact for very low cost based on insufficient evidence



●

20

Setting and streaming

No impact for very low cost based on very limited evidence



0

Small group tuition

Moderate impact for low cost based on moderate evidence



+4

21	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
22	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
23	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
EYFS				
24	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
25	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
26	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
27	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
28	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
29	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
30	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
31	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

32

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

33

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

34

35

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41

42

<http://educationendowmentfoundation.org.uk/toolkit/>