

Keyingham Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	172 (192 inc. FS1)
Proportion (%) of pupil premium eligible pupils	19.7% (34)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	Termly by the LGB
Statement authorised by	Victoria White
Pupil premium lead	Victoria White
Governor / Trustee lead	Hayley Singleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£49,470
Recovery premium funding allocation this academic year (2023-24)	£1,892*
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	£51,362*

*Provisional until confirmation of Recovery Premium Funding 23/24

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 our 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: £9,012

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
Implementation of collaborative CPDL model and WalkThrus 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- Social & Emotional Learning Strategies	1, 2, 3, 4

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: £26,000

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 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
Deployment of additional support staff to EYFS as extra to ratio requirements to increase support/provision for FS1/FS2	EEF 31 – Early Literacy Approaches EEF 32 – Early Numeracy Approaches EEF34 – Physical Development Approaches EEF 35 – Play Based Learning EEF 36 – Self Regulation EEF 37 – Social & Emotional Learning Strategies	2, 3

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
Job share staff employed to lead the #KeyinghamKidsClub enrichment provision before and after school (2022)	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: £51,362

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 2022 to 2023 academic year.

Quality first teaching	
Impact	Lessons Learned
<p>RWI sessions taught daily to all pupils in all year groups that require the support. % of KS2 pupils accessing RWI sessions reduced from 37% to 9%.</p> <p>Phonics leader continues to develop in partnership with RWI consultant supports to lead assessment and strategic intervention planning with significant impact on delivery and outcomes</p> <p>Instructional coaching developed with key staff to support wider staff CPDL.</p>	<ul style="list-style-type: none"> Targeted KS2 GPC spelling scheme Identification of accurate lexile matched reading material for fiction library Timetable changes to increase 1:1 reading opportunities on a twice weekly basis
Targeted academic support	
Impact	Lessons Learned
<p>Assessment-led RWI groups (up to 11 groups at any one time) can be delivered consistently throughout the school on a daily basis resulting in Year 1 PSC outcomes of 78% achieving the pass mark this year (and 2 of the 3 PPG pupils also achieving the mark)</p> <p>A School Led Tutor (KPS staff) worked with focus Y6 pupils in Literacy and Y5 pupils in Literacy and Maths. A 'Yipiyap Tutor' worked with focus Year 6 pupils supporting the cohort to make progress from 0% at EXS to 50% at EXS in both Reading and Maths.</p>	<ul style="list-style-type: none"> Continue to buy in the full support and development package from RWI to build capacity in school Deploy further resources from COVID/Recovery funding into the SLT programmes via staff with QTS and compliment with Maths tutoring provided by Third Space Learning (via recommendation from Croxby Primary School)
Wider Strategies	
Impact	Lessons Learned
<p>Our attendance was above national averages throughout the school year with focussed support for PPG families as required.</p> <p>PPG families supported with free OOSC care at various time to improve attendance.</p> <p>Trained DDSL staff supporting development of the Well-Being Ambassadors activities throughout the school including pupil voice capture peer-to-peer and a daily well-being club</p>	<p>Continue to monitor the attendance/impact/quality of our enrichment provision before and after school.</p> <p>Continue to monitor attendance and attainment to be able to respond swiftly if needed with trained pastoral and academic support/teaching staff.</p>

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Quality first teaching	
Impact	Lessons Learned
<p>RWI sessions taught daily to all pupils in all year groups that require the support. % of KS2 pupils accessing RWI sessions reduced from 37% to 14%.</p> <p>Phonics leader continues to develop in partnership with RWI consultant supports to lead assessment and strategic intervention planning.</p> <p>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 through targeted KS2 GPC spelling scheme</p>
Targeted academic support	
Impact	Lessons Learned
<p>Assessment-led RWI groups (up to 11 groups at any one time) can be delivered consistently throughout the school on a daily basis.</p> <p>Two trained School Led Tutors (KPS staff) worked with Y6 pupil in Literacy and Y5 pupils in Literacy and Maths. The impact of this work was significantly better than for those pupils that accessed the online NTP support.</p> <p>NELI programme unable to run due to staffing shortages.</p>	<p>Continue to buy in the full support and development package from RWI to build capacity in school</p> <p>Deploy further resources from COVID/Recovery funding into the SLT programmes that happen in school as opposed to online sessions</p> <p>Review staffing levels in EYFS to accommodate greater need for support and intervention in this age group</p>
Wider Strategies	
Impact	Lessons Learned
<p>Attendance and achievement for 2 x PPG pupils in Y6 that benefitted from 'breakfast club' was improved and sustained.</p> <p>Many wider strategies were hindered by staffing shortages/absences during the 2021/22 academic year although we were able to support full attendance at "catch up" swimming programmes and support the Y6 residential to go ahead.</p>	<p>Continue to develop the PD agenda/curriculum enhancements now that we have filled our staffing capacity so that all PPG pupils benefit from a wide range of experiences.</p> <p>Monitor the attendance/impact/quality of our enrichment provision before and after school.</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?	Supporting extra intervention for pupil attainment & progress in RWI
What was the impact of that spending on service pupil premium eligible pupils?	Pupil Achieved National Expectations in KS1 English measures

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	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
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
4	Collaborative learning approaches High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
6	Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
7	Homework High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
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	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
11	Mentoring Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2

	Metacognition and self-regulation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
	Very high impact for very low cost based on extensive evidence			
	One to one tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	High impact for moderate cost based on moderate evidence			
12	Oral language interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
	Very high impact for very low cost based on extensive evidence			
13	Outdoor adventure learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
	Unclear impact for moderate cost based on insufficient evidence			
14	Parental engagement	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Moderate impact for very low cost based on extensive evidence			
15	Peer tutoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	High impact for very low cost based on extensive evidence			
16	Performance pay	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
	Low impact for low cost based on very limited evidence			
17	Phonics	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
	High impact for very low cost based on very extensive evidence			
18	Physical activity	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
	Low impact for very low cost based on moderate evidence			
19	Reading comprehension strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
	Very high impact for very low cost based on extensive evidence			
20	Reducing class size	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
	Low impact for very high cost based on very limited evidence			
21	Repeating a year	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
	Negative impact for very high cost based on limited evidence			
22	School uniform	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
	Unclear impact for very low cost based on insufficient evidence			
23	Setting and streaming	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
	No impact for very low cost based on very limited evidence			
	Small group tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
	Moderate impact for low cost based on moderate evidence			

24	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
25	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
26	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
27	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
28	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
29	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
30	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
31	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
32	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
33	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
34	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
35	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
	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

36

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

37

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

38

39

40

41

42

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