

# Pupil Premium strategy statement 2022-2025

This statement details our school's use of Pupil 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
School name	St Kenelm's CE Primary School
Number of pupils in school	136 129
Proportion (%) of Pupil Premium eligible pupils	25% 24%
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 <b>2023-2024</b> 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Catherine Souch
Pupil premium lead	Catherine Souch
Governor / Trustee lead	Daniel Pullin

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£39,608 £50,925
Recovery Premium funding allocation this academic year	£3,625 £1,268
Service Premium	£4,160 £4,160
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0.00 £0.00

<b>Total budget for this academic year</b>	£47,393 £56,353
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# Part A: Pupil Premium Strategy Plan

## Statement of intent

At St Kenelm's, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress, for those who are already high attainers.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research has shown that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. (EEF and Sutton Trust).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, narrow experience of life outside school, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils, *"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 school and should rightly be the top priority for Pupil Premium spending."* EEF
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, such as those who have a social worker, regardless of whether they are disadvantaged or not.
- We ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed, being responsive to common challenges and individual needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils, who are socially disadvantaged, are registered or qualify for free school meals. The school will make provision for these children outside of the Pupil Premium funding.

- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to at least reach national Age Related Expectation, and where possible to exceed them, at the end of Year 6 and to be fully ready to access the secondary school curriculum.

### **Achieving These Objectives**

The range of provision the Governors consider making for this group include:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work focused on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through TAs
- Providing financial assistance for activities, educational visits and residentials and ensuring children have first-hand experiences to use in their learning in the classroom.
- Where necessary, providing behaviour and nurture support during lunchtimes by providing activities to engage and promote St Kenelm's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.

## **Challenges**

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills, evident across the school, and in general are more prevalent among our disadvantaged pupils than their peers.
2	Lower attainment, on entry, to the Early Years Foundation Stage.
3	Social and emotional issues for pupils, affecting behaviour and attitudes in the classroom and therefore impacting attainment.
4	For some children, there are limited experiences beyond home life and local community. The lack of enrichment opportunities available to pupils has narrowed their experiences.
5	Attendance and punctuality issues

## 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 oral language skills and vocabulary among disadvantaged pupils.	<p>Improved outcomes for all children in language and literature, evidenced through book scrutiny, discussions, engagement in lessons and assessments.</p> <p>To close the gap between disadvantaged pupils and their peers and for them to achieve in-line with national expectations or better.</p>
Improved reading attainment among disadvantaged pupils.	<p>Improved outcomes for all Pupil Premium children particularly in early language and literature.</p> <p>Children to reach ARE in Y1 phonic assessment.</p> <p>Reading progress for all children, evidenced through book scrutiny, discussions, engagement in lessons and summative assessments. For pupils to achieve progress scores in-line with national average in KS2 Reading.</p>
To ensure the school is a safe environment where children feel secure and valued enabling them to be engaged in their learning.	Sustained high levels of well-being reflected in improved behaviour and engagement within lessons.

	Evidenced through pupil voice, pupil and parent surveys and teacher observations.
Enrichment opportunities	Increased participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of disadvantaged pupils remains above 96% and therefore not negatively impacting disadvantaged pupil's progress.

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD £2,000	High quality staff CPD is essential to follow EEF principles, <i>“Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> This is followed up during Staff meetings and INSET. All staff to lead effectively - released for half a day, to further develop and monitor subjects.	1,2,3,4,5
ELSA support £5,000	Pupils develop coping strategies, talk about difficulties and interact more successfully with others. Develop greater self-awareness managing school better and feeling better about themselves. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,3

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

Budgeted cost: £42,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing size of classes in target year groups £25,000	Small cohorts enabling targeted learning and consolidation, providing high quality teaching to accelerate progress. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups	1,2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
Teaching assistant deployment – high levels of TAs deployed effectively across the school £17,353	Additional teaching, learning and support opportunities provided through LSAs across the school. 32% of PP children are on the SEND register, receiving 1:1 and small group support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Curricular Activities £3,000	Increased participation in extra-curricular activities providing additional positive experiences allowing children to develop positive self-esteem, gain in confidence and to developing their social skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4,5
Enrichment activities £4,000	To build confidence, well-being and have experiences beyond the norm. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	3,4

**Total budgeted cost: £ 56,353**



## **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.

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

## Disadvantaged pupil progress data for last academic year

In 2022 KS2 SATS our Y6 Disadvantaged pupils attained:

- Reading 66% EXS & 17% GD
- Writing 66% EXS
- Maths 100% & 17% GD
- RWM 66%

In 2023 KS2 SATS our Y6 Disadvantaged pupils attained:

- Reading 50% EXS & 17% GD
- Writing 67% EXS & 17% GD
- Maths 50%
- RWM 33%

In 2022 SATS our Y2 Disadvantaged pupils attained:

- Reading 40% EXS & 20% GD
- Writing 40% EXS
- Maths 40% & 20% GD

In 2023 SATS our Y2 Disadvantaged pupils attained:

- Reading 67% EXS
- Writing 56% EXS
- Maths 67% EXS

In the 2022 Y2 cohort, 80% of our Disadvantaged pupils are on the SEND register.

In the 2023 Y2 cohort, 44% of our Disadvantaged pupils are on the SEND register.

The Pupil Premium money has enabled these pupils to receive 1:1 reading support, Early Bird phonics and reading groups, whilst being taught in a small cohort. 20% attained their phonics in Sept compared to 60% in Dec.

2023 Year 2 cumulative phonics assessment was 89%

In 2023 Year 1 Phonics Check, 100% of our Disadvantaged pupils achieved ARE.

Attendance figures for 2022-2023 show that our Disadvantaged pupils attendance was 94.24%, which is in line with their peers (94.66%) and above national average.

Pastoral care has been further improved through the addition of an ELSA.

65% of our vulnerable children in 2022-2023 regularly took up places for extra-curricular activities. With 100% accessing all enrichment activities from swimming to museum visits and residential.

## 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
NA	
NA	

## Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your Service Pupil Premium allocation last academic year?</p>	<p>We reach out to service families, particularly when family members are away, to ensure that their children's well-being and education remains stable.</p> <p>We work hard to ensure smooth transitions for service children when moving schools. This is achieved through positive administrative support and a classroom ethos which welcomes and nurtures all children. Staff are sympathetic and understanding of service children's needs and work hard to ensure continuity in their education. Specific intervention is put in place for those children needing targeted support.</p> <p>As part of our recognition of service families the school participates in Little Troopers activities  <a href="https://www.littletroopers.net/little-troopers-at-school/">(https://www.littletroopers.net/little-troopers-at-school/)</a></p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Children feel safe and secure.</p> <p>Feedback from parents is positive. <i>"My child has grown from strength to strength and has developed a real thirst for knowledge and espouses the moral values the school instills."</i></p>

## Further information (optional)

*Use this space to provide any further information about your Pupil Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Pupil Premium or Recovery Premium funding.*