

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
School name	St Kenelm's CE Primary School
Number of pupils in school	121
Proportion (%) of Pupil Premium eligible pupils	20%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Catherine Souch
Pupil premium lead	Catherine Souch
Governor / Trustee lead	Sarah La Porte Jones

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£28,245
Recovery Premium funding allocation this academic year	£3,045
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£31,290

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.
- 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation 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 and would not be limited to:

- 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
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Provide financial assistance for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication skills are under developed. These are evident across the school, and in general are more prevalent among our disadvantaged pupils than their peers.
2	Phonic assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Observations and discussions with pupils and families have identified social and emotional issues for many 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	Our attendance data among our disadvantaged pupils is in-line with non-disadvantaged pupils. However, 12% have been 'persistently absent' and our assessments show that this impacts negatively on their progress.

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 Year 2 SATS assessments.</p>

	For pupils to achieve progress scores in-line with national average in KS2 Reading.
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 wellbeing 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: £23,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Catch up teacher Y4 & Y5 Three mornings a week £5802	Small group, high quality teaching to accelerate progress.	1,2
Staff CPD £2,500	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1,2,3,4,5
LSA support £15,000	Additional teaching, learning and support opportunities provided through LSAs. 42% of PP children are on the SEND register, receiving 1:1 and small group support	1,2,3,

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

Budgeted cost: £2,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £1,922	This proved a very successful intervention last year, enabling pupils to make accelerated progress.	1,2
Purchase further resources and training to support teaching of Jolly	Audit undertaken looking at quality of reading books used in Phonics, Guided Reading and home reading	1,2

Phonics scheme to secure stronger phonics teaching for all pupils. £500	books. We will be investing in new books to support the EEF research.	
KS2 Lego therapy group	A small group social development programme for children and young people with Autism Spectrum Disorder (ASD) and other social communication difficulties – building confidence and friendships.	1,2

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

Budgeted cost: £5,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs £1,365	Increased participation in enrichment activities providing additional positive experiences allowing children to develop positive self-esteem, gain in confidence and to developing their social skills.	4,5
Lunchtime sports clubs to provide high quality games and activities to engage pupils across the school £1,000	Providing high quality sport and games in which all children can engage to develop their skills in co-operation, positive interaction, improving their health and wellbeing.	
CPOMS Safeguarding, attendance & behaviour £685	An online safeguarding platform which enables us to monitor pupils' attendance and behaviour closely. Recurring problems highlight children needing extra support. The system will show the effectiveness of our support for individual children.	2,3,5
Trips and residential £2,500	To build confidence, well-being and have experiences beyond the norm.	3,4

Total budgeted cost: £ 31,274

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.

Our internal assessments during 2020/21 show that our Pupil Premium children make at least expected progress.

“Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic.” EEF

The impact of Covid was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy. This enabled teachers to deliver small group and 1:1 sessions.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	100% PP children made expected progress
Writing	100% PP children made expected progress and 33% exceeded expected progress.
Maths	100% PP children made expected progress and 33% exceeded expected progress.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	33%
Reading	66%
Writing	66%
Maths	100%
Achieving high standard at KS2 RWM	33%
Reading	33%
Writing	33%
Maths	33%

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? £3,100</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 (https://www.littletroopers.net/little-troopers-at-school/)</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> <p>All our service children are making good progress.</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.