

## 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
School name	Keelby Primary Academy
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September, 2024
Date on which it will be reviewed	September, 2025
Statement authorised by	A Atkin
Pupil premium lead	T Whiting
Governor / Trustee lead	J Holbrook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,160

# Part A: Pupil premium strategy plan

## Statement of intent

Keelby Primary Academy 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 that may be socially disadvantaged.

When making decisions about allocation of Pupil Premium funding we carefully consider the context of the school and the subsequent challenges our children face. This alongside research conducted by the EEF inform our plans and provision. Some common barriers to learning for our disadvantaged children can be limited support at home, weak communication and language skills, lack of confidence, behaviour issues and attendance and punctuality. There may also be complex family situations that prevent children from achieving academically.

## Overall Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and internally.
- For all disadvantaged pupils in school to meet nationally expected progress in order to reach age related expectation by the end of year 6.
- To widen opportunities for disadvantaged pupils

## Key Principles

By following these principles, we believe we can maximise the impact of our pupil premium spending:

- **High expectations-** providing a culture where staff believe in children and no excuse is made for underperformance.
- **High profile-** diminishing differences in attainment receives the highest priority in school. We adopt a whole school approach to identifying pupils needs and the barriers to their learning. (Pupil Premium profiles are completed each term).
- **Early Intervention-** recognising that high quality early years provision with a strong emphasis upon developing language and communication skills, early reading and number acquisition is crucial to all pupils, particularly those who have experienced disadvantage in early life.
- **Inclusive provision-** acknowledging that pupil premium pupils are not always socially disadvantaged and at the risk of underachievement. Likewise, there are many pupils that we consider to be vulnerable that are not in receipt of additional funding.

- **High Quality First Teaching and Learning-** recognising that the biggest factor in high standards of pupil attainment is high quality teaching and learning. Quality first teaching remains at the forefront for **all pupils**. We ensure consistent application of key pedagogies for learning, learning behaviours and assessment for learning is given priority through our appraisal systems and continuous professional development.

## Strategies

- **Identifying need-** Staff assess the progress of PP pupils regularly, talk to pupils and families.
- **Identifying barriers to learning-** some barriers can be short term and some long term in nature. We work with pupils and families to identify these barriers and address them in order for pupils to achieve their maximum potential.
- **Use of Data-** Performance data is analysed each term in order to evaluate performance of all pupils. Comparisons are then made between disadvantaged and non-disadvantaged groups across the school. The data then informs future provision. Pupils who are not making expected progress will receive specific intervention aimed at accelerating their progress.
- **Provision-** We recognise that all of our pupils are individuals with varying needs and as such we deploy a wide range of strategies to ensure they achieve the highest standards of attainment. Provision is changed frequently according to level of impact and emerging needs. Our provision includes:
  - ✓ Small group intervention and 1:1 tutoring
  - ✓ Speech and language support
  - ✓ ELSA- emotional support
  - ✓ High quality feedback
  - ✓ Specialist teaching
  - ✓ Music lessons
  - ✓ Extra-curricular opportunities
  - ✓ Whole school CPD to ensure quality first teaching and provision

*This list is not exhaustive and will change according to the needs and support our 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	Social/emotional issues- trauma related
2	Chaotic family lives, lack of parental support
3	Lower attainment on entry
4	Lower aspirations

## 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
Accelerated progress of PUP in line with peers.	Increased % of PUP making good or better progress. All + progress at end of KS2
Increase the % of PUP reaching ARE/GD	Increased % of PUP attaining ARE/ GD in each year group
SEMH	Confident, independent learners who show a resilient attitude to all aspects of school life. Children who are able to self manage behaviour and ask for help when support is needed
Wider engagement in enrichment offer for PUP	All PUP children accessing wider opportunities on offer to increase cultural capital

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued teaching of English reading through use of quality texts 'Power of Reading' (£1350)	<ul style="list-style-type: none"> <li>Internal data at the end of 23/24 showed 4 year groups had lower 80% of children achieved ARE or above in reading.</li> <li>Lower % of PUP children achieved ARE or above in reading at the end of the academic year compared to non-PUP.</li> </ul>	4
Little Wandle Intervention programme being rolled out Y2/Y3 alongside existing FS/KS1 Little Wandle phonics teaching programme (£990)	<ul style="list-style-type: none"> <li>% of children in year 1 was maintained as a result of consistent use of Little Wandle (93%)</li> <li>The structured catch up programme is now needed for those year 2 and Year 3 children that need extra support to become fluent readers and get less reading in put at home.</li> <li>Early reading and phonics needed to be linked to ensure children are reviewing and rehearsing the GCPS as they are being taught in school and at home.</li> </ul>	2,3
Staff CPD (£2200)	<ul style="list-style-type: none"> <li>High quality staff CPD essential to follow EEF principles</li> <li>This is followed up during staff meetings and INSET days</li> <li>Use of GTT- staff meeting training costs</li> </ul>	1,2,3,4
SCODE Spelling programme (£375)	<ul style="list-style-type: none"> <li>Identified need for a structured spelling programme to follow on directly from Little Wandle phonics to increase standards in writing across KS2.</li> </ul>	3,4
Voice 21 Oracy Programme (1100)	<ul style="list-style-type: none"> <li>After research we identified the need for children to increase their oracy skill and the direct impact this can have on disadvantaged pupils.</li> <li>High Quality audits, CPD with Voice 21 allows us to cater for the specific need of our children</li> </ul>	2, 3, 4

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

Budgeted cost: £35,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention group sessions and 1:1 bespoke to individual children's learning needs (£30,314)	<ul style="list-style-type: none"> <li>42% of our PUP children are either on the SEND support or cause for concern registers</li> <li>Children have learning and processing needs and over 55% of our current PUP children are part of bespoke intervention programmes across the core subjects</li> <li>Some PUP children have been identified as critical learners as a result of time missed in education after covid related disruption</li> </ul>	1,2,3,4
Reading Plus (£2833)	<ul style="list-style-type: none"> <li>Reading progress measures at end of KS2 are -2.2</li> <li>Reading plus is being used to track and improve the fluency at which children are able to read and therefore access the wider curriculum more efficiently.</li> </ul>	2,3
Specialist Teaching services (STAPS) (£2072)	<ul style="list-style-type: none"> <li>Working with LA children that have processing difficulties, using strategies to identify the best ways to learn- metacognition</li> </ul>	1,2,3,4

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

Budgeted cost: £20,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL (Outdoor Play and Learning) (£5242)	<ul style="list-style-type: none"> <li>Many PUP children need support to play and learn through play- Behaviours can slip at unstructured times- OPAL will provide supported play during down times (playtime/lunchtimes)</li> </ul>	1,2,3,4
Emotional Literacy Support (ELSA) (£9080)	<ul style="list-style-type: none"> <li>40% of our PUP children have been identified as having emotional/social/well-being issues. Referred to ELSA for support on 1:1 or group basis</li> </ul>	1 / 2

Education Psychologist support (£2892)	<ul style="list-style-type: none"> <li>TAs that provide support for PUP children needed specialist training – behaviour, autism, trauma related. A need for a wider range of strategies to use when working with groups and 1:1 sessions.</li> </ul>	1,2,3,4
Residential/trips costs (£3180)	<ul style="list-style-type: none"> <li>To ensure all PUP can access the same wider curricular experiences. It is essential for their well being that they experience different settings alongside their peers. All trips and residentials are linked to the areas of learning they are studying.</li> </ul>	1,2,3,4
Music Lessons- piano, violin or guitar (£294)	<ul style="list-style-type: none"> <li>Every child has the right to play a musical instrument</li> </ul>	1,2
Milk and fruit (£238)	<ul style="list-style-type: none"> <li>We encourage all children to lead healthy lifestyles and to eat and drink well</li> <li>Some PUP children aren't provided with a healthy drink/snack</li> </ul>	2

**Total budgeted cost: £62,160**

## 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 2023 to 2024 academic year.

Overall progress during academic year 23/24 continued to be positive, with movement of pupils including, new intakes of pupils impacting percentage levels in Year 2 reading and maths slightly. This data includes PUP children who have received intervention, catch up programmes, remote learning support and social and emotional well-being support.

Cohort Overall Teacher assessment and progress+/-											
2023/24			Reading			Writing			Maths		
	Cohort	Target %	Baseline 23	July 24	+/-	Baseline 23	July 24 %	+/-	Baseline 23	July 24 %	+/-
Year 1	28	75	79	86	+7	79	82	+3	75	89	+14
Year 2	18	75	76	72	-4	59	56	-4	76	72	-4
Year 3	27	75	74	81	+7	70	70	=	74	67	-7
Year 4	20	75	85	85	=	80	80	=	90	80	-10
Year 5	28	75	67	86	+19	63	71	+8	67	75	+9
Year 6	31	75	84	84	=	77	84	+7	81	84	+3

PUP	Maths			Reading			Writing		
2023/2024	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
1 (5 PuP)	80%	80%	80%	60%	60%	80%	60%	60%	60%
2 (6 PuP)	100%	100%	67%	75%	75%	67%	25%	25%	33%
3 (6 PuP)	67%	67%	33%	67%	83%	83%	50%	50%	67%
4 (2 PuP)	100%	100%	100%	100%	100%	50%	50%	50%	50%
5 (8 PuP)	56%	67%	75%	56%	56%	38%	56%	56%	50%
6 (9 PuP)	70%	80%	80%	80%	80%	80%	70%	70%	80%

Out of the 9 (29%) PUP children at the end of KS2 80% achieved ARE or above in Reading, Writing and Maths. 80% met expected standard in reading, writing and maths combined.

Across the whole school in Reading 64% of PUP met the age-related expectations at the end of the academic year, 69% in maths and 61% in writing. (These % were up on previous data at this point last year)



## Externally provided programmes.

<b>Programme</b>	<b>Provider</b>
Little and Wandle Letter and Sounds Revised	Little Wandle Letters and Sounds
Big Cat Collins decodable books linked to LW L&S	Big Cat Collins
SCODE Spelling	E Skeldon & J Warburton
X Tables TT	TT Rockstars
OPAL	OPAL outdoor Play and Learning
Oracy	Voice 21