

Pupil premium strategy / self-evaluation

1. Summary information					
School	Keelby Primary Academy				
Academic Year	20/21	Total PP budget	£63,586	Date of most recent PP Review	Sept 20
Total number of pupils	192	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Sept 21
2. Current attainment					
End of KS2 Pupils		Pupils eligible for PP (2019-10 Pupils)	Pupils eligible for PP (2020-4 Pupils) <i>Based on Predictions</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths		60%	50%		
Progress measure reading		60%	50%		
Progress measure writing		60%	50%		
Progress measure maths		60%	50%		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Pupils low aspirations and resilience to learning				
B.	Differing needs of pupil premium children				
C.	Home Learning support				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Parenting issues				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria		
A.	Accelerate progress of all pupils in receipt of pupil premium funding		Increased % of children making at least good progress		
B.	Increase the % of (PUP) children reaching ARE/GD		Increase % of PuP pupils attaining ARE in each year group		
C.	Engagement in home learning of all pupils in receipt of PUP funding		PuP children completing homework (homework Club), reading challenge		
D.					

5. Review of expenditure

Previous Academic Year 19/20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To deliver a knowledge rich curriculum that enables all children to develop schema and make connections in learning.	Pupils achievement at both ARE and GD will be in line or above starting points	At the point at which we went into lock down at the end of the Spring term data showed that	This shows that the knowledge rich curriculum was starting to help children to know and remember more and make the necessary connections in their learning	1200
Mastery Maths Approach embedded	Increased attainment and progress across Key Stages in Maths.	The attainment gap between Pup and non Pup children in maths is reducing across all year groups. It is highest again in Year 5. The gap is narrowing in the lower year groups. Progress of Pup children is at 80% -100% across the whole school.	Again the mastery maths approach is taking time to have an impact across the school and where the older children have established greater gaps in learning.	1500

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
				39070

Targeted intervention for misconceptions and gaps in learning	Increased percentage of children in receipt of PuP funding attaining greater depth within each Year group	In all year groups from Y1-Y4 there is an increased % of pupils achieving GD in writing and reading and in Y1-3 in Maths. At the end of KS1 GD % were higher than national across all subjects. At the end of KS2 we were higher than national in both reading and writing.	The greater amounts of pre teaching and targeted intervention by TAs that are supporting certain pupils they have developed strong relationships with has a greater impact on closing the gap than a mixture of staff changing between pupils.	
Targeted intervention for misconceptions and gaps in learning	Accelerate progress of children in receipt of Pupil Premium finding across KS2	Across all subjects from Years 1-4 children in receipt of Pupil Premium have all made good or better progress due to levels of pastoral support and specific intervention tailored to individual needs.	Continue to tailor specific intervention to bridge learning gaps for disadvantaged children.	

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Theraplay sessions- Nurture Lady	Raising self-confidence and esteem.	We have a clearly identified group of children across school that have benefitted and continue to benefit from therapeutic approaches in school. The decision to train one of our key members of pastoral support staff as an ELSA (Emotional Literacy Support Assistant) has had a huge impact on relationship	ELSA is now established in school and she has built up a room and provision for identified pupil. We will continue to use established staff when possible for therapeutic support as relationships are stronger and impact is greater.	3600
STAPs assessments Ed Psyc work	Individual emotional and learning needs are assessed and met	Many of our Pupil children have a learning need as or and social emotional/behavioural need. 3 children have accessed assessments over the year and as a result have now got an EHCplan.	We will continue to use Specialised teaching support and Ed Psychologist support for in depth assessment of specific learning need.	1800

Close monitoring Rewards for attendance	Attendance in line with national and improving	Attendance of Pup children is now in line with non-Pup children and currently in line with national overall at 97%	We will continue to monitor and reward attendance.	
Funding for visits, clubs and music lessons	Increased opportunities to participate in extra-curricular activities	53% of our most disadvantaged pupils access extra-curricular activities as a result of funding. Some residential trips are fully funded as well as music lessons.	We will continue to ensure all pupils can access our extra-curricular offer to increase life experiences and cultural capital in line with non-disadvantaged.	4300

6. Planned expenditure

Academic year

20/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To deliver a knowledge rich curriculum that enables all children to develop schema and make connections in learning.	Pupils achievement at both ARE and GD will be in line or above starting points	Children are not retaining knowledge in their long term memory and making connections in learning to enable this to happen. The whole school curriculum offer has been redesigned with our pupils needs at the forefront. Over time our curriculum now teaches knowledge that the children will be able to connect with prior learning and is progressive.	New pedagogies established by curriculum and subject leaders disseminated to staff- New pedagogies are trialled in classrooms and provision is altered with the new principals of learning. Curriculum leads to create an action plan pertinent to the needs of their subject that would have the greatest impact on maximising attainment and progress within their subjects. Learning walks and book scrutinies focus on opportunities and successes of children when revisiting, reinforcing and recalling essential knowledge. Curriculum lead and subject leaders to deliver training in response to monitoring to ensure consistency of approach in discreet subjects. Facilitate peers observations for teaching staff within own school and partnered	AC	Ongoing review and against termly milestones

			school. Establish cycle of leadership activity for all subject leaders. SLT to monitor subject leader activity		
To develop children's vocabulary to enable them to fully access the curriculum.	All Pupils will have a wider understanding of tier 2 and Tier 3 vocabulary resulting in better outcomes for all pupils in English	We have identified our children have limited understanding of wider vocabulary when accessing texts across the curriculum. We have also identified a need to increase vocabulary used in writing and to be able to spell these words correctly. By reading more to children and exploring vocabulary used we aim to increase understanding of words in texts.	SLT to research approaches to the teaching and acquisition of vocabulary. Senior Leaders to establish the Tier 2 and Tier 3 vocabulary to be explicitly taught in foundation subjects across the school. SLT to conduct CPD on Knowledge Organisers and their use in embedding the vocabulary dozen in to children's long term memory. English Lead to develop a Keelby approach to the explicit teaching of vocabulary. Subjects leaders to conduct learning walks to monitor environments in relation to vocabulary development. Learning walks and book scrutinies focus on the acquisition of vocabulary and its transference in to long term memory. Early identification tracking via pupil progress meetings of children who are 'word poor' and intervention established to address the vocabulary gap. English lead to develop a Keelby approach to the teaching of spelling, using etymology and morphology. Teachers identify 'what' common misspellings their children are exhibiting and assess 'why' in order to support them with 'how' to spell correctly	SC	Ongoing review and against termly milestones

<p>To ensure the teaching of early reading enables all children to have the skills to access the curriculum</p>	<p>Reduce the 20% of pupils in classes that are not reading fluently by the end of KS1</p>	<p>On average 20% of each cohort are leaving KS1 unable to read fluently. Our aim is to ensure all pupils are able to read fluently at this point to ensure maximum access to the wider curriculum in KS2.</p>	<p>Early reading lead established in her new role by end of September. Early reading lead and English lead Revise expectations for reading at Keelby ensuring teaching of reading across the school has sufficient time and emphasis. Early read lead to work with FS/KS1 teachers to establish what provision is in place for the lowest 20% of readers (Aut Term). Training for support staff in FS/KS1 where needed on book banding and linking phonics to early reading process. New early reading books purchased in line with phonics scheme. Early reading lead to attend Reading Conference and disseminate good practice to early years and KS1 staff. Early reading lead and English lead internal enquiry into reading at Keelby- Are the expectations for the teaching of reading being met? What evidence of progress in reading can be seen (end of Aut term). Reading lead to meet with staff to support them in planning provision for the lowest 20% of readers in Spring term. Teachers hold regular parents meeting to show and encourage good support for practicing reading sounds and words or listening to children read their decodable books. Parents of the lowest 20% or readers will be spoken to as part of regular parent consultation to ensure they are fully aware of the need for them to work with the school on closing the reading gap, given additional support if required</p>		
Total budgeted cost					3900.00
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																												
Targeted intervention and support for all Pup children to ensure any learning gaps are filled.	Increased percentage of Pup attaining ARE across each year group.	<table border="1"> <thead> <tr> <th>Yr</th> <th>% ARE Reading</th> <th>% ARE Writing</th> <th>% ARE Maths</th> </tr> </thead> <tbody> <tr> <td>1 (6)</td> <td>83</td> <td>83</td> <td>83</td> </tr> <tr> <td>2 (5)</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>3 (9)</td> <td>67</td> <td>78</td> <td>67</td> </tr> <tr> <td>4 (7)</td> <td>75</td> <td>63</td> <td>63</td> </tr> <tr> <td>5 (6)</td> <td>40</td> <td>40</td> <td>40</td> </tr> <tr> <td>6 (10)</td> <td>82</td> <td>82</td> <td>73</td> </tr> </tbody> </table>	Yr	% ARE Reading	% ARE Writing	% ARE Maths	1 (6)	83	83	83	2 (5)	80	80	80	3 (9)	67	78	67	4 (7)	75	63	63	5 (6)	40	40	40	6 (10)	82	82	73	Well designed provision by teachers delivered by TA's. Pre and post assessments to enable impact to be measured. Observations, work reviews and pupil voice. Pupil Progress meetings discuss most vulnerable pupils.	AC	Half Termly
Yr	% ARE Reading	% ARE Writing	% ARE Maths																														
1 (6)	83	83	83																														
2 (5)	80	80	80																														
3 (9)	67	78	67																														
4 (7)	75	63	63																														
5 (6)	40	40	40																														
6 (10)	82	82	73																														
Targeted intervention for misconceptions and gaps in learning	To accelerate the progress of all children in receipt of Pupil Premium funding.	Data shows which Pup children have not made sufficient progress from starting points. There is a need for specific children to be targeted especially those who fall in to the disadvantaged and SEND category- several in current Year 6.	Monitor provision of pup and SEND cross over- individualised learning plans in place to address the learning gaps and support them to maximise progress. Observations, work reviews and pupil voice. Pupil Progress meetings discuss most vulnerable pupils.	AC	Half Termly																												
Total budgeted cost					45308.00																												

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ELSA support- Lego Therapy, friendship groups	To raise self esteem and confidence of most vulnerable pupils	Some of our most vulnerable pupils, struggle emotionally and need to be able to off load worries and anxieties. ELSA work enables this to happen on an individual or group basis according to need.	Referral process in place to access in house ELSA time. Clear programme of support put in place by ELSA. Timetabled sessions for 6 weeks and then review of impact and assessment of further need. Follow up work and relationship building is essential to support successful intervention	JB	On going review of practice, 6 weekly process.
STAPS Assessments	To ensure all children who are falling behind	When children are identified as not making progress in line with expectation and we have started intervention programmes in school there is often a need to have a STAPS	When a child has not made enough progress over a term we would discuss with parents and teachers the need for a STAPS assessment. This results in a clear picture of	SP	On going review of practice, 6 weekly process.

Ed Psyc assessments	academically are assessed by specialist teaching team	assessment to help identify a specific learning need to address. Sometimes this can overlap with a behavioural need and this would need an Educational psychologist assessment.	the child's ability to learn and if there are any specific cognitive and processing difficulties. The report ensures the right provision for that child and they can be supported by an effective individual learning plan.		
	To enable all children in receipt of pupil premium funding to access extra-curricular activities for free.	Some children weren't accessing clubs, music lessons and residential trips because of financial implications. Now these are accessed by all Pup for free if they are interested.	We make parents of Pup children aware that they will not need to pay for extra curricular activities and the up take for these children has increased. We keep publicising this offer via our newsletters and the school website. Up take by Pup children is closely monitored by SLT.	AC	Termly offer of extra curricular activities and termly monitoring of the pupils who are accessing this.
Total budgeted cost					12822.00
7. Additional detail					
We provide free school milk for all children in receipt of FSM £650					