

## 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	Keelby Primary Academy
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September, 2021
Date on which it will be reviewed	September, 2022
Statement authorised by	A J Atkin
Pupil premium lead	A J Atkin
Governor / Trustee lead	J Holbrook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Recovery premium funding allocation this academic year	£ 6,090
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	£62,580

# 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.

## 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 to FS/time missed (Pandemic related)
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
Wider engagement in home learning for PUP	All PUP children being supported at home and in school (homework club), reading

## 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: £2642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training and implementation of 'The Write Stuff' (£1317)	<ul style="list-style-type: none"> <li>Internal data at the end of 20/21 showed a lower % of children achieved ARE in writing.</li> <li>It was identified as an area of learning which children found most challenging during both lockdowns.</li> <li>Only 50% of PUP children achieved ARE or above in writing at the end of the academic year compared to 75% non-PUP.</li> </ul>	4
Whole school Training and implementation of new phonics and early reading programme- Little Wandle Letters and Sounds Revised (£675)	<ul style="list-style-type: none"> <li>% of children in year 1 reaching expected level in phonics has dropped from 96% to 81% for the first time in three years.</li> <li>Due to the pandemic children have missed a lot of quality first teaching in phonics and there was an identified need for a level of consistency in the teaching of phonics across FS and KS1 and a structured catch up programme in KS2- Little Wandle provides this.</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 (£650)	<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>We are a part of The Enthuse Partnership with STEM learning and the Yorkshire and Humber Maths Hub</li> </ul>	1,2,3,4

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

Budgeted cost: £44858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention group sessions and 1:1 bespoke to individual children's learning needs (£40010)	<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>	
EY/KS1 fully decodable reading books linked to phonics and accelerated reading (£3192)	<ul style="list-style-type: none"> <li>Work with the English Hub audit of quality of reading books.</li> <li>An investment in new reading books and ebooks for home reading was undertaken in support EEF research.</li> </ul>	2,3
Specialist Teaching services (STAPS) (£1656)	<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: £15080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Literacy Support (ELSA)</i> (£8816)	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	1 / 2
Education Psychologist support (£2520)	<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> <li>Particular need for support with current year 1 cohort who are having difficulties due to being behind developmentally as a result of COVID time missed.</li> </ul>	1,2,3,4
Residential/trips costs (£2650)	<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</li> </ul>	1,2,3,4

	they experience different settings alongside their peers. All trips and residentials are linked to the areas of learning they are studying.	
Music Lessons- piano, violin or guitar (£599)	<ul style="list-style-type: none"> <li>• Every child has the right to play a musical instrument</li> </ul>	1,2
Milk and fruit (£495)	<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: £62580**

## 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.

Overall progress during academic year 20/21 was all positive from a much lower starting point due to the pandemic. This data includes PUP children who have received intervention, catch up programmes, remote learning support and social and emotional well-being support.

Cohort Overall attainment and progress+/-											
2020/21			Reading			Writing			Maths		
	Cohort	Target %	Sep 20	July 21	+/-	Sep 20	July 21 %	+/-	Sep 20	July 21 %	+/-
Year 1	22	75	66	82	+16	66	77	+11	87	87	Same
Year 2	29	75	66	76	+10	48	69	+21	62	79	+17
Year 3	29	75	57	69	+12	57	66	+9	61	76	+15
Year 4	25	75	56	84	+28	48	80	+32	44	84	+40
Year 5	24	75	52	75	+23	50	71	+21	56	71	+15
Year 6	28	75	57	89	+32	57	82	+25	65	82	+17

Out of the 8(28%) PUP children at the end of KS2 75% achieved ARE or above in Reading and 63% in Writing and Maths. 63% met expected standard in reading, writing and maths combined.

Across the whole school in Reading 61% of PUP met the age-related expectations at the end of the academic year, 64% in maths and 50% in writing.

### Externally provided programmes

Programme	Provider
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
The Write Stuff	Jane Considine
X Tables TT	TT Rockstars



**Further information (optional)**

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