

# Kehelland Village School Pupil Premium Strategy Statement 2022- 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Kehelland Village School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023 and annually thereafter. New plan September 2025
Statement authorised by	Ellie Watkins
Pupil premium lead	Kyra Orchard
Governor / Trustee lead	Ruth Greenaway

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,419
Recovery premium funding allocation this academic year	£3,190
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	£35,609

# Part A: Pupil premium strategy plan

## Statement of intent

All pupils at Kehelland Village School will make good progress in all areas of learning through quality first teaching. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and they can access a range of interventions to meet their individual needs. Disadvantaged pupils are also able to access a wide range of extracurricular activities and enrichment opportunities which will positively impact on their academic achievement and wellbeing.

Our main objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning.

We aim to do this through:

- Teacher and TA lead intervention groups and 1:1 precision teaching closing the gap in English and maths.
- Providing nurture and support through a 'Learning Mentor' and Thrive practitioners and establishing a 'Socially Speaking' group once a week to children who would benefit from this especially 'Forces children'
- Dedicated time every week for the 'learning Mentor' to have 1:1 sessions with any child who would benefit from this, usually flagged up by the teacher.
- Additional support for assessments, training and advice from specialists such as educational psychologists:
- Providing support from EWO to raise attendance.
- Incentives such as book tokens and a visit to Waterstones for the top 3 attendance in each class every term:
- A weekly reward for the class with the highest attendance.
- Reduced rates for school trips and camps to enable children to access all the opportunities available to them and to take part in a wide range of enrichment activities:
- Discounted Breakfast club and After school club.
- Funded music lessons through outside peripatetics or longer music sessions by working with CMST and with Rocksteady.
- Project 100: families given £100 to spend on resources for school such as trips, uniforms or activities.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Narrowing the attainment gap across Reading, Writing and Maths</i>
2	<i>Increased parent engagement in reading and home learning.</i>
3	<i>The impact of COVID on pupils social and emotional mental health.</i>
4	<i>The impact of COVID on pupil's speech and language development.</i>
5	<i>Attendance and supporting families with persistence absence.</i>

## 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
1. Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between disadvantaged and non-disadvantaged.
2. Increased overlearning and reinforcement in reading and maths at home and at school.	Increase in reading ages and mental maths.
3. Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
4. Pupils with a speech and language development delay have accelerated progress.	Children's development of speech and language is met and accelerated to meet peers.
5. Disadvantaged pupil's attendance increases.	Attendance of identified PP pupils increases and gap between PP and non PP narrows.

## 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. We have used the Education Endowment Foundation Toolkit to support our decisions on directing support for families and children.

### Teaching and Learning – Academic Support

Budgeted cost: £ 21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional teaching time across the school to develop reading skills through 1:1 and small group teaching	<p>Additional teaching time and support for key children across the year groups. Small group and 1 to 1 interventions when implemented effectively can raise pupil attainment. Quality first teaching and working with the support of a teacher / skilled support staff has a direct impact on the pupil outcomes.</p> <p>EEF – 1-1 tuition; Impact of +5 months EEF – Additional phonics support; Impact of +5 months</p>	1,2,4
Teaching assistants deliver small group interventions and personalised, 1:1 support in English and Maths following teacher assessment during and after lessons. i.e. fresh Start, Same Day Intervention and EAL	<p>The EEF consistently shows that oral language interventions have a positive impact on learning:</p> <ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health .i.e. weekly socially speaking group</li> </ul> <p>EEF – Small group reading tuition; Impact of +4 months EEF – Reading comprehension strategies; Impact of +6 months</p>	1,2,4
Additional teacher time is provided to enable small group work for year 6 pupils in maths and English to enable those children who need additional support to	<p>The EEF guide to Pupil Premium clearly shows that a tiered approach, with teaching and QfT is the top priority. This includes provision of CPD for staff.</p> <p>The Sutton Trust also highlights that Quality First Teaching has a direct impact on student outcomes.</p>	1,2,4

work in a small group with precision teaching	It is clear that as part of this the training of and supporting of highly qualified teachers to deliver targeted support is a fundamental strategy. EEF – small group tuition; Impact of +4 months	
Staff are subscribed to National College where they can do online training and courses. i.e. behaviour management. This will then feed into their practice at school and support QFT.	<ul style="list-style-type: none"> <li>All staff can upskill themselves in their own time and follow their interests and the needs of individual children.</li> </ul> Se above EEF and Sutton Trust evidence.	1,3,4,

## Enrichment / Engagement support

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half price attendance at Breakfast club and After School club for children in receipt of pupil premium.	<ul style="list-style-type: none"> <li>For children to attend our breakfast club and after school club for half price to enable the family to work.</li> <li>Attendance is consistent as family members can work to support income.</li> <li>Evidence through historic work with vulnerable families who need access to this club</li> </ul>	5,3,1
Half the cost of trips and camps are funded for all children in receipt of the Pupil Premium. This may partly cover the cost of the minibus running costs as this enables us to have more frequent trips-providing more opportunities.	<ul style="list-style-type: none"> <li>To enable ALL children to be able to access all external activities and opportunities to widen and broaden culture capital.</li> </ul> EEF – Aspiration interventions; Impact not yet proven. EEF – Outdoor adventure learning; Impact not yet proven EEF – Arts participation; Impact +3 months	1,2,3
Funded music/arts lessons across the school and with external providers amongst the children with pupil premium	<ul style="list-style-type: none"> <li>To enable ALL children to be able to access all external activities and opportunities to widen and broaden culture capital.</li> </ul>	3,1

	<ul style="list-style-type: none"> <li>Children have the opportunity to learn a new instrument and can take part in assemblies and concerts to build confidence.</li> </ul> <p>EEF – Arts participation; Impact +3 months</p>	
Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities which attract a cost, to cover the cost of school trips or to purchase uniforms, shoes or swimming lessons.	<ul style="list-style-type: none"> <li>To enable ALL children to be able to access all external activities and opportunities to widen and broaden culture capital.</li> <li>For parents to be able to afford additional items for children that would normally have been stretched, reducing household stress. Evidence from historic support of vulnerable families.</li> </ul>	1,2,3,5

## Well-being

Budgeted cost: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained Learning Mentor is available 1 afternoon a week to meet with those children who need support. A TIS practitioner is available 1 afternoon a week.	<ul style="list-style-type: none"> <li>conversations and the opportunity to have someone listen to them. They can discuss anything in the safety of a professional.</li> <li>The learning mentor can then feedback to the class Teacher on anything that they feel we may be able to support them with.</li> <li>Emotional literacy interventions help pupils with their peers, teachers, family and wider community.</li> </ul> <p>EEF – S and E Learning improves interaction with others and management of self impacting attitudes to learning and social relationships, increasing progress in school.</p>	3,1

	<p>EEF – Metacognition and self regulation; Impact of +7 months</p> <p>EEF – Behaviour Interventions; Impact of +4 months</p>	
<p>Socially speaking sessions are provided to ensure a sense of belonging and stability.</p>	<ul style="list-style-type: none"> <li>• Social and emotional learning interventions weekly seek to improve pupil’s interactions with others, their understanding of feelings and emotions and their ability to reengage with academic studies</li> <li>• Gives them a sense of belonging.</li> </ul> <p>EEF – S and E Learning improves interaction with others and management of self impacting attitudes to learning and social relationships, increasing progress in school.</p>	3,1
<p>The time and expertise of outside professionals provide targeted support to pupils, families and staff.</p>	<ul style="list-style-type: none"> <li>• Support from external agencies when specialist advise is needed.</li> <li>• Targeted support for key families who are vulnerable or in need of support.</li> </ul> <p>EEF – Parental engagement; Impact of +4 months</p>	2,1
<p>We monitor attendance and reward good attendance, and work closely with families who need further support and liaise with EWO as needed.</p>	<ul style="list-style-type: none"> <li>• Attendance of PP children is identified and addressed by school leaders and EWO. There is a correlation between attendance and pupil outcomes.</li> <li>• Build strong relationships between parents and staff which makes it easier to support families who need additional support with attendance.</li> </ul> <p>EEF – Parental engagement; Impact of +4 months</p>	5,3,2,1

**Total budgeted cost: £35,600**

## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### KS2 PUPIL PREMIUM DATA –

<i>SUBJECT</i>	<i>PP – 3 PUPILS</i>	<i>SCHOOL</i>
<i>MATHS</i>	<i>66.6% EXS+</i>	<i>71.4%</i>
<i>READING</i>	<i>66.6% EXS+</i>	<i>85.7%</i>
<i>WRITING</i>	<i>33.3% EXS+</i>	<i>71.4%</i>

#### KS1 PUPIL PREMIUM DATA -

<i>SUBJECT</i>	<i>PP – 5 PUPILS</i>	<i>SCHOOL</i>
<i>MATHS</i>	<i>60% EXS+</i>	<i>69.2%</i>
<i>READING</i>	<i>40% EXS+</i>	<i>61.5%</i>
<i>WRITING</i>	<i>40% EXS+</i>	<i>61.5%</i>

#### PHONICS SCREENING –

<i>PP – 6 CHILDREN</i>	<i>SCHOOL</i>
<i>83.3% Achieved</i>	<i>90%</i>

#### EYFS GLD –

PP – 1 Child did not achieve GLD.



## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The children have had funded music lessons provided for them. We have also been able to provide them with longer lessons when they have shown a particular talent. We offered Learning Mentor support which has been a feature of positive confidence building for children in pupil voice, alongside Socially Speaking time and interventions.
What was the impact of that spending on service pupil premium eligible pupils?	The impact on the children was that they were able to take part in whole school music assemblies and perform to parents and the rest of the school. This was invaluable for their confidence which parents had noticed had improved.

## Further information (optional)

*People premium spending last year allowed the school to provide a range of interventions and further support for disadvantaged pupils, throughout the period affected by COVID-19 and the aftermath of school closures. Plans and intervention programmes were adjusted with class teachers and support staff leading interventions and catch up programmes. Whilst also providing remote learning to those children who were absent from school due to the pandemic.*

*Attendance has been a focus for support and improvement for families many of which PP has supported to raise attendance and aspiration.*

*The pastoral support during this was paramount and due to the rising cost of living the school community is aware of the impact this will have on our disadvantaged pupils.*

*The focus of the year 2023 to 2024 is reading writing embedding the schools new approach to phonics and raising standards across the curriculum. We are looking to develop approaches to the teaching of writing and continuing to support our children and families to ensure good attendance outcomes and raise aspirations.*

*In the year 2023-2024 we will also have a focus on SEMH provision.*

# Review of outcomes in the previous academic year 2023-24

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

A very small cohort means data should be used with caution.

At the end of KS2, 25% of disadvantaged pupils met the expected standard in Maths, 50% in Reading and 75% in Writing. For Non Disadvantaged groups this was 50% for Maths, 87% in Reading and 87% in Writing.

At the end of KS1, 50% of pupils met the expected standard in Maths, 100% in Reading and 50% in Writing. For non disadvantaged groups this was 100% in Maths, 100% in Reading and 66.7% in Writing.

Over the past academic year, there have been significant changes in mobility with pupils new to our setting and an exponentially increased SEND and SEMH need. In terms of qualitative data, many pupils have made significant individual progress and this can be seen in collaboration with their learning journeys and through outside agencies such as Awena, who have cited out provision for our most vulnerable pupils as inspiring. There have been some good steps in progress made, particularly in KS1, where Reading has been a real strength. Use of schemes such as RWI and Mastering number are having a good impact, but this needs to be further supported to ensure a whole school approach has the greatest impacts. As per our intentions last year we have seen a positive impact with our focus on Reading and Writing across the school.

There is far more work to do in KS2, where SEMH provision is stronger and showing great impact on individuals. We would anticipate that a change in staffing and provision, coupled with more time for pupils new to our setting will ensure that academic outcomes will improve. In response to the 2023/24 academic year, it is clear that curriculum, assessment and data analysis improvements will take time to embed and bear fruit. A new maths lead is in post and ensuring that the approach to academic outcomes in KS2 are rigorous and suitable for the children, including timetabled 1-1 support and small group work from September.

The impact of extra curricular activity and enrichment on the children has been marked, and a huge success. Many children who find the academic side of school difficult have better attendance figures as they can identify areas that they feel happy and confident in. This is spreading into their academic studies and they are believing in themselves further, as can be seen in our most recent pupil survey. Parent survey data also shows a significant improvement this year in confidence and wellbeing, with many comments

citing that their children are happy and are starting to see themselves as successful learners – many of which did not see this before. Pupils response to questions about their learning, confidence and understanding what to do to get better at learning are showing an improvement with all children feeling that all school staff are there to help them improve their learning and many saying they have very positive relationships with staff.

However it is important and appropriate that in the coming academic year (24-25) we will focus on ensuring that SEMH and SEND provision is consistent and in line with the needs of the intake. Both in year and statutory school age intakes show clearly, our capacity for SEND and SEMH need to be increased with further staffing and CPD, to ensure that our disadvantaged pupils receive high quality first teaching and structured support that is tailored to their individual circumstances.

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Although this is a very small amount in our setting, it has been used to support the pastoral, social and emotional side of need. It has partly provided for a Nurture specialist and other staff to receive specialist training in bereavement/absence of parents, worry, anxiety and techniques such as TIS, draw and talk. It has provided resources for children to “talk about their lives” in line with suggestions from LA representatives and organisations. It has also supported time for staff to have small group sessions and 1-1 sessions as needed with children who need further time to talk. It has also supported increased opportunities, for example music lessons, which has developed children to have another way to process emotions and become creative in their expressive arts and personal development. Additionally, it has allowed children to develop confidence and identity in areas not related to academic subjects which has in turn supported their abilities to build social relationships, friendships and be able to speak with adults if they feel they need to.
What was the impact of that spending on service pupil premium eligible pupils?	As we have so few SPP recipients, specific data would identify the children. However, all children have achieved highly academically and pupil surveys’ support the positive impact our approach is having with only positive comments about our nurture

	<p>approach, Socially Speaking groups, 1-1 time and positive relationships with all school staff meaning all children are able to identify and say they would be able to speak to multiple adults in school if they felt they needed to at any time. Music lessons are cited as being very positive in pupil surveys, helping expression and confidence – joy and memories!</p>
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