

Pupil premium strategy statement

School overview

Metric	Data	Review July 21
School name	Kehelland Village School	
Pupils in school	87	
Proportion of disadvantaged pupils	15%	25%
Pupil premium allocation this academic year	£21,720	
Academic year or years covered by statement	2020-2023	
Publish date	March 5 th 2020	
Review date	March 1 st 2021	July 21
Statement authorised by	Jamie Tellam	
Pupil premium lead	Joanna Harvey	
Governor lead	Michelle Brennan	Sarah Uren

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score	
Reading	-8.94	
Writing	-2.58	
Maths	-1.44	

Disadvantaged pupil performance overview for last academic year

Measure	Score	Outcomes at KS2 in 2021
Meeting expected standard at KS2	50%	0% One PP eligible pupil. Reading 100% GDS Writing 100%EXS Maths 0% B – EXS – reasoning and problem solving.
Achieving high standard at KS2	0%	Reading 100% Writing 0% Maths 0%

Strategy aims for disadvantaged pupils

Measure	Activity	
Priority 1	<p>Ensure all disadvantaged pupils can have access to adults who are specifically trained to support development of their individual needs.</p> <ul style="list-style-type: none"> - Undertake training in specific intervention programmes to enable year on year replication of support. Phonics, reading comprehension and writing focus in 2020. - Secure resourcing to support intervention groups. 	Access to training has limited impact. Target to remain active.
Priority 2	<p>Ensure Teaching assistants are highly trained to support learning QFT across Core subjects.</p> <ul style="list-style-type: none"> - Use EEF outcomes to support redeployment of TAs to pupil focused 	Funding allocated staffing in place from Sept 21 EEF outcomes to inform TA staff meeting agendas across academic year.

	<p>intervention work and enabling teacher led interventions.</p> <ul style="list-style-type: none"> - Secure Level 3 TA qualification across workforce as a minimum requirement. 	
Barriers to learning these priorities address	Ensuring staff use evidence-based approaches to teaching interventions	EEF outcomes to inform TA staff meeting agendas across academic year.
Projected spending	£9,500	

Teaching priorities for current academic year

Aim	Target	Target date	Review July 21
			<p>KS2 1 PP eligible pupils FSM 1 PP eligible Service</p> <p>KS1 3 PP eligible pupils FSM</p> <p>EYFS 4 PP eligible pupils FSM 1 PP eligible pupils Service</p>
Progress in Reading	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021	<p>KS2</p> <p>KS1</p> <p>EYFS</p>

Progress in Writing	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021	KS2 KS1 EYFS
Progress in Mathematics	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021	KS2 KS1 EYFS
Phonics	Achieve national average expected standard in Phonic Screening Test	Sept 2022	2 PP eligible pupils sat the test.
Other	Improve attendance of disadvantaged pupils to in at least in line with non-disadvantaged.	Sept 2021	Measure suspended due to restrictions on attendance.

Targeted academic support for current academic year

Measure	Activity	
Priority 1	Small group supported reading to support all disadvantaged pupil to access whole curriculum All Disadvantaged pupils to have 121 reading support focused on VIPERS	Staff limitations due to bubbles have reduced time to support all pupils in all classes with additional reading. Impact of class support has been ,,,, see data report

	<p>Disadvantaged pupils in years 5 and 6 to access teacher led support session weekly.</p> <p>Daily 121 phonic reading support for all disadvantaged pupils who failed phonic test in year 1</p>	<p>Intervention support for LPA PP pupils in year 5 and 6 has boosted comprehension skills. VC in EDUCARE support focused on comprehension support.</p> <p>Phonic support for resits in year 2 was reduced due to bubble constraints. – Focus for continued support into year 3 is needed. CTs moved to support.</p> <p>Longer text access to be continued in 21-22 for MABLE PP pupils. – specific text support given to pupils in year 5 has boosted confidence and widened reading access throughout lockdown.</p>
Priority 2	<p>Stimulating writing experiences for disadvantaged pupils through writers block programme. Planned local writing experiences supporting curriculum enrichment. Widen inspirational stimulus for disadvantaged pupils.</p> <p>Attendance at one event for all disadvantaged pupils.</p> <p>Introduction of writing conferencing model for all PP pupils to support bespoke target setting and</p>	<p>Access to writer's block has been limited to bubble groups. Class 3 has had 2 supported events. (8 pupils)</p> <p>Events for all classes over 21-22 to meet outcomes.</p> <p>Writing conferencing model to be continued into Autumn 21, as limited impact can be drawn due to modelling losses over bubbles.</p>
Barriers to learning these priorities address	<p>Enabling wider reading for all disadvantaged pupils. Access to longer texts for all disadvantaged pupils.</p> <p>Access to inspirational environments to support broadened cultural experiences within the locality and beyond to support writing.</p>	
Projected spending	£6,720	

Wider strategies for current academic year

Measure	Activity	
Priority 1	Create and support Breakfast Club attendance arrangements. All FSM pupils will have invite to attend via 100 Club, enabling access to school computer . (Set up costs in first year)	FSM attendance has supported 11 pupils to attend. Many over the whole week, and a few on regular days. Bubbles have prevented ICT access at this time but this will be built into FSM provision from Sept 21.
Priority 2	Funding for EWO SLA to reduce FSM attendance concerns. Supporting monitoring and Persistent Absenteeism of disadvantaged pupils. Policy review support for medical concerns for disadvantaged pupils Set up 100 Club at school to support PP attendance.	EWO SLA has not been accessed this year. Purchased for Sept 21. 100 club relaunch in Sept 21.
Priority 3	Enrichment support for MABLE FSM pupils to access music lessons in school. Support for attendance at writers block young writers programme. ASC for talented writers	8 FSM pupils have accessed additional music tuition when available. Funding has supported trip transport costs for all eligible pupils on all trips able to be carried out this year.
Barriers to learning these priorities address	Attendance at school is 0.5% lower for FSM pupils across the school. Access to computer home learning programmes is reported to be limited for disadvantaged learners. Cost of music lessons in school limiting access.	Attendance has not been a barrier for pupils this year, attendance on music and trip days has been high.
Projected spending	£5,500	There will be an underspend as tuition stopped for some lessons over lockdown.

Monitoring and Implementation

Area	Challenge	Mitigating action	
			Review 21
Teaching			OFT for all is SDP focus for 21 onwards
Targeted support			Provision has been stagnated by Bubble provision and inability to share staff expertise across bubbles.
Wider strategies			Lack of external provision and trip support has limited impact of outcomes in this area.

Review: last year's aims and outcomes

Aim	Outcome	
		Review July 21
Improve attendance	Rate of attendance to March 2020 was improve across all core groups, however engagement with school for PP pupils was significantly reduced from March onwards. 5/14 PP pupils had no engagement with school set work. HT to Monitor and support	Engagement of PP pupils in lockdown 2021 was much improved. Targeted phone calls from a variety of staff supported work related support to a higher level. The support for 4 families with Laptops improved family input. Provision was targeted at families with multiple children who were current PP. 100 club will be relaunched with families in September 21 to support good+ attendance for all families.

ICT support	<p>The use of the Lexia programme has not been utilised fully to support PP pupils as there has been no monitoring of PP as a group of pupils and therefore no gains against NON PP pupils can be measured. This is being set up for 2020 and beyond to support the funding of the programme from PP grant.</p> <p>ESL to monitor and support</p>	<p>Lexia programme engagement for PP families has been mixed with improved engagement over lockdown.</p> <p>Investment in AR will support a reinvigoration of reading support for PP pupils and link directly to engagement with texts.</p> <p>Specific data sets to be tracked for September 21 on using AR</p> <p>Lexia to remain in place for remainder of licence, but no longer supported with PP funding.</p>
Improve outcomes in RW and Phonics	<p>There have been no data sets to measure outcomes. However data was noted to be rising for PP group and was favourable against the Target in March 2020</p>	<p>See data review.</p>