

# AB Kettleby Primary School



## 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
Name of School	Ab Kettleby Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	7.5% (5 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	June 2024
Statement authorised by	Andrea Brown Headteacher
Pupil premium lead	Andrea Brown Headteacher
Governor / Trustee lead	Anne Frost

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820
Recovery premium funding allocation this academic year	£2000
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	£7820

## Part A: Pupil premium strategy plan

### Statement of intent

Every child who attends our school is important and the most important part of our role is to ensure they reach their full potential across all subject areas, no matter what their starting point. We want every child who is educated at our school to be equipped with the skills and qualities to become resilient, independent, life-long learners to enable them to stand proud in society and able to improve their own lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. Ongoing tracking of our pupil premium children helps to identify which pupils need additional support or identifies our most able pupil premium pupils to ensure we extend their learning further.

We have identified the barriers each of our pupil premium children face and we will use targeted intervention to help remove these barriers, in order to allow them to make progress in line with that of non-disadvantaged pupils.

High-quality teaching and high expectations for all is at the heart of our approach, underpinned by the Rosenshine Principles of teaching, in order to aid disadvantaged pupils who require the most support as well as non-disadvantaged pupils. High quality teaching includes (not exclusively): small steps teaching; quality questioning; challenges for all children; various strategies to help children remember more and continual assessment to intervene early where necessary. Our aim is that progress and attainment will be improved for all children, using teacher assessment and PIXL to ascertain gaps in learning, intervening early once gaps are identified.

Our Pupil Premium strategy is also integral to wider school plans for education recovery, through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge (5 pupil premium – 1 child – 20%)
1	Assessments, observations, and discussions with pupils and teachers suggest 80% of our pupil premium children are reluctant learners who struggle to work Independently, taking longer than their peers to get started on a task without support
2	Data from assessments, observations of pupils and discussions with teachers identifies 100% of our pupil premium children are working below age related expectations for Maths as at Autumn 2 2023 PIXL assessment, as a result of missed learning over the Covid period.
3	Data from assessments, observations of pupils and discussions with teachers identifies 100% of our pupil premium children are in the bottom 20% of readers, as at Autumn 2 2023 PIXL assessment, as a result of missed learning over the Covid period.
4	Data from assessments, observations of pupils and discussions with teachers identifies none of our disadvantaged children are predicted to be working at Greater Depth, as at Autumn 2023 PIXL assessment.
5	Our assessments, observations and discussions with pupils, teachers and families have identified 80% of our disadvantaged children have social and emotional issues and lack of parental engagement for our pupil premium children.

## 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
Children will be able to work independently, with less reliance on adult support and have the confidence to get started with a given task.	More than 70% of disadvantaged pupils will be independent learners. Pupil voice and teacher observations will identify children's confidence to independently start on a given task.
Progress and attainment will be at national or better in reading, writing and maths among our disadvantaged pupils.	More than 70% of disadvantaged pupils to achieve national average progress scores and attainment, or higher, at KS2 reading, writing and maths by 2024/25.
Disadvantaged children achieving Greater Depth in reading, writing and maths will be at national or better, by the end of KS2.	Pupil Premium children achieving GDS to be in line or better than national in

	reading, writing and maths at the end of KS2 by 2024/25.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in students feeling happy and safe in school.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>• Pupils achieve expected outcomes and progress by 2024/25.</li> <li>• Pupils are encouraged to continue to learn at home e.g. regular reading at home/engagement with Learning Logs.</li> </ul>

## 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: £3740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher recruitment and retention:</p> <ul style="list-style-type: none"> <li>- To support the uptake of NPQ and other targeted CPD</li> </ul> <p>To offer release time to complete subject leadership responsibilities</p>	<p>DFE Recruitment and Retention Strategy identifies 4 areas of focus, including:</p> <ul style="list-style-type: none"> <li>- Workload</li> <li>- CPD</li> <li>- Flexible working</li> <li>- Less complex routes to teaching</li> </ul>	1,2,3,4,5
<p>Work directly with the English Hub</p>	<p>English Hubs offer support to local schools and academies to improve the teaching of phonics, early language and reading in Reception and Year 1, which will impact on overall outcomes.</p>	1,2,3,4
<p>Training new staff on a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ELS to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5
<p>Training for all staff: NHS for “Language and Living SEND Integration Project” to improve speech and language across the school.</p>	<p>Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age eleven, and 11 times less likely to achieve the expected level in maths.</p> <p>Poor language links to poor mental health.</p>	1,2,3,4,5

<p>Create a positive reading culture across all curriculum areas – supported by Scholastic Audit</p>	<p>1 in 5 children do not own their own book – we will ensure all children are provided with a book for each year they are at our school. EEF states reading a book with rich opportunities for discussion is a vital step in supporting the children’s language and communication skills</p>	<p>1,2,3,4 &amp; 5</p>
<p>Enhancement of maths teaching basic number sense, supported by the NCETM, in EYFS and Y1 to ensure firm foundations.</p> <p>Enhancement of maths teaching supported by EMS Maths Hub Sustaining Workshop.</p> <p>Enhancement of maths teaching and learning through Trust TRG groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and Trust CPD (including Teaching for Mastery training).</p>	<p>1,2,4,5</p>

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5</p>

including those who are high attainers.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4 & 5
Use of Question Level Analysis with PIXL Assessment to track gaps in learning and then use this information to focus the intervention needed for pupils with clear SMART targets.	Pupil Premium pupils may not make as much progress as their peers, therefore QLA allows teachers to identify gaps in learning quickly.	1,2,3, 4 & 5
ELSA Support	An increasing number of children need support for self-esteem, anxiety, bereavement and other mental health links.	1,4,5

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

Budgeted cost: £1580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed our Behaviour Culture and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4 & 5
Develop opportunities to improve Mental	EEF identifies the benefits of Arts participation for core academic attainment in other areas of the	1 & 5



<p>Health e.g. increased opportunities for the Arts and after school provision to support Mental Health</p>	<p>curriculum particularly literacy and mathematics.  <a href="#">Arts Participation / EEF</a>          Music tuition          Opportunities to experience the Arts in the wider community          Sports Clubs          Fund after school clubs          Feel good Friday – 5 pillars of wellbeing</p>	
<p>Subsidise Visits /After School Clubs</p>	<p>Children from lower income families may not be able to attend school trips / After School Clubs, which will disadvantage their access to a broad and balanced curriculum</p>	<p>1,3,4,5</p>
<p>Parent Workshops to support home learning e.g. reading at home / maths / phonics / mental health</p>	<p>EEF findings show parental engagement has a positive impact on average of 4 months' additional progress</p>	<p>1,2,3,4 &amp; 5</p>

**Total budgeted cost: £7,820**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results. Multiplication Check and our own internal assessments.

Small schools are not required to publish data if the cohort is less than 11, therefore consideration must also be given to our small cohort numbers, which impact on the percentages shown.

Our internal teacher assessments and our end of Key Stage data helps us gauge the performance of our disadvantaged pupils and we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this was primarily the ongoing impact of COVID-19, although other learning difficulties and internal school factors contributed to the outcomes of those disadvantaged pupils.

In Summary, KS2 data shows:

In maths 30% of disadvantaged children reached ARE in comparison to 50% of non-disadvantaged children.

In reading 60% of disadvantaged children reached ARE in comparison to 50% of non-disadvantaged children.

In writing, no disadvantaged nor non-disadvantaged children reached ARE.

Due to small cohorts, the % difference is affected by the performance of just one child, therefore it is difficult to analyse if we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of

our budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
T T Rockstars	Maths Circle Ltd
White Rose Maths	White Rose Education
Accelerated Reader	Renaissance
SATS Companion	SATS Companion

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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