

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	Keston Primary School
Number of pupils in school	413 Main School 455 Inc Nursery
Proportion (%) of pupil premium eligible pupils	14% (59 Children)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Green – Head of School
Pupil premium lead	Kelly Storey – Assistant Headteacher Jenni Stevens – Assistant Headteacher
Governor / Trustee lead	Dipa Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,420

Part A: Pupil premium strategy plan

Statement of intent

At Keston, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We aim:

- To motivate, to inspire and to expect all children to achieve more than they have achieved before
- To ensure staff believe that there are “no limits” to what our children can achieve and that “no excuses” are made for underperformance
- To provide a safe, secure and stimulating environment in which all children can succeed and be respected for whom they are
- To encourage care, consideration and respect for all members of the school community
- To encourage children to take responsibility for their own learning and their own wellbeing
- To value all members of the school community as individuals
- To help children acquire knowledge and skills relevant to life in a fast changing world - to leave our school better prepared for life in secondary school and adulthood.
- To develop a co-operative working partnership between all staff, parents and governors to benefit all of our children

This pupil premium strategy plan will allow us to give our children the best chance to achieve their best through the use of targeted support, interventions and programmes.

Challenges

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

Challenge number	Detail of challenge
Academic barriers to future attainment:	
1	Due to lower standards on entry to school, disadvantaged pupils need to make accelerated progress in order to narrow the attainment gaps.
2	As a result of the challenges of accelerating progress, many disadvantaged pupils attain lower than non-disadvantaged pupils.
3	Disadvantaged children have less developed learning behaviours, for example; lack of resilience, confidence and independence
4	Disadvantaged pupils typically start in EYFS with levels of development below age-related expectations, particularly in language and communication. Due to

	the pandemic, a significant proportion of children have missed out on early learning and play experiences.
5	Delays in disadvantaged children's speech and language skills upon starting in the EYFS continues to impact on their ability to engage and attain in the wider curriculum as they move through the school.
6	Disadvantaged pupils have been identified as requiring additional social and emotional support in order to access learning at the same level as their peers.
External barriers to future attainment:	
7	Support at home for some disadvantaged children is often limited, affecting the engagement of the family in home learning activities
8	Difficulties accessing a wider range of social activities such as clubs, trips and family events which support their personal, social and emotional development and their cultural capital.
9	Attendance and punctuality of disadvantaged pupils is consistently lower than non-disadvantaged 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
Disadvantaged pupils make accelerated progress in order to narrow the attainment gaps.	<ul style="list-style-type: none"> Internal data reflects an increased percentage of disadvantaged pupils making more than expected progress across all year groups High number of disadvantaged pupils to make accelerated progress End of phase data reflects a narrowing gap between disadvantaged pupils and non-disadvantaged peers
To increase the percentage of disadvantaged pupils achieving the higher standard in reading, writing and maths.	<ul style="list-style-type: none"> Increased percentage of disadvantaged children reaching GDS across key stage 1 and key stage 2
Provision of additional resources to be used at home to support and enrich disadvantaged children's learning	<ul style="list-style-type: none"> Disadvantaged children will have home access to practical resources to support learning Disadvantaged children will participate in positive learning experiences
To improve the attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group has increased to above 96%
To ensure that pupils whose baseline at EYFS is low, are well supported.	<ul style="list-style-type: none"> Progress on EYFS pupils is accelerated and gap with non-disadvantaged peers is closing
To enable disadvantaged pupils to access additional communication and language support closing the gap with their peers.	<ul style="list-style-type: none"> Progress on EYFS pupils is accelerated and gap with non-disadvantaged peers is closing

Disadvantaged children have greater access to all learning opportunities and are not held back by social and emotional concerns.	<ul style="list-style-type: none"> Academic outcomes between disadvantaged children and their non disadvantaged peers narrows
Disadvantaged pupils have equitable access to curricular and extracurricular activities and take part in visits/activities that will extend their life experiences and learning.	<ul style="list-style-type: none"> Percentage of disadvantaged pupils attending clubs and additional activities is in line with non disadvantaged children

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: £15,500 (to include training programmes and release time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff have access to a high quality CPD programme. For example: <ul style="list-style-type: none"> Power of Reading Quality First Teaching 	EEF - quality first teaching https://thirdspacelearning.com/blog/quality-first-teaching/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 3 4 5
Reading: embed the use of reading fluency strategies	Herts for Learning: https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project	1 2 3
Writing: Develop teacher pedagogy focused in raising attainment in writing	EEF T& L toolkit, teacher subject knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 2 3 4 5
Phonics: Phonics leader to evaluate effectiveness of phonics resourcing and teaching provide additional material /actions where required	The Rose Report. DFE reading framework. Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 2 3 4 5

Maths: Mastering Number NCETM – EYFS and KS1	https://www.ncetm.org.uk/teaching-for-mastery/	1 2 3 4 5
Maths: Targeted Maths groups in Year 6.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 2 3
Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary	1 2 3 4 5

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

Budgeted cost: £55,000 (to include additional teacher and TA support with on costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA and Teacher delivered targeted support interventions for English and Maths includes specific targets and are tracked for impact. (Inc. PiXL, Beanstalk, Toe by Toe etc)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at AR and above https://www.pixl.org.uk/	1 2 3
Elkan, NELI, Oracy Project and Love to Communicate sessions across EYFS and KS1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4 5
Additional in class support from TAs and Teachers	Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at AR and above	1 2 3 4 5

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

Budgeted cost: £12,500 (to include additional EWO/leadership attendance and welfare support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO Pastoral support to families to ensure high levels of attendance and punctuality	https://www.gov.uk/government/publications/improving-attendance-at-school	9
Provision of subsidised school uniform	Children are given school uniform as required	6 8
Access to Breakfast Club and After School Club places	https://www.gov.uk/government/publications/improving-attendance-at-school	9
Learning and revision packs provided to all PP children across the school	Children are able to engage appropriately with home learning activities, supporting good progress and attainment	7
Children have access to a range of high-quality school trips and extra-curricular activities and clubs	- Whole school focus - Children's cultural capital develops EEF https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips	8
Family Support Worker (provided and paid for by Reedham Trust) – focus on Transition to Secondary school for Years 5 & 6.	Support is identified and actioned to support pupils and their families access the correct services and provision Supporting children's emotional and social development ensures children's smooth and successful transition to secondary school	6 7 9
ESLA, Bucket Time, Lego Therapy support for identified pupils	Pupils develop age-appropriate social and emotional skills https://www.elsanetwork.org/	6

Total budgeted cost: £86,420

£83,000 plus additional £3,420 contingency for targeted teacher/TA support where specific need is identified

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.

To enable disadvantaged pupils to access additional communication and language support closing the gap with their peers

- Elkan, NELI, Oracy Project and Love to Communicate were delivered across EYFS and KS1. Due to COVID-19, performance measures have not been published for 2020 to 2021.

Standard of attainment for disadvantaged children is in line with their peers

- Due to COVID-19, performance measures have not been published for 2020 to 2021: Internal data reflects comparatively higher progress scores for disadvantaged from KS1 to KS2

Disadvantaged children have access to additional support to improve attendance and punctuality

- EWO in place half day a fortnight. Attendance for PP children was above National at 95.2% compared 94.4% (2019/2020).

Children have access to similar level of additional activities

- Due to COVID-19, no additional activities (Trips/Clubs/Swimming etc) were provided by school however some costs were still incurred.

Children have access to materials which supports home learning

- During the school closures in Spring 2021, the school remained open for all EHCP children, children of Key Workers and many disadvantaged children who were invited to remain in school.
- For those that remained at home, consideration was taken to ensure that disadvantaged pupils were being adequately supported with home learning during this time and a number of children were offered school places in response.
- Disadvantaged families not in school were contacted weekly via telephone, and specific PP online learning lessons were delivered weekly. 11 of 19 laptops, secured through the DfE, were lent to pupil premium families to support home learning.
- All children were provided with stationery packs prior to lockdown.

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
Bug Club Phonics	Pearson
Timetables Rockstars	Maths Circle
TALC	ELKLAN

PiXL	Partners in Excellence
ELSA	ELSA Network
NELI	Nuffield
Power of Reading	CLPE