

Pupil premium strategy statement



This statement details our school's use of pupil premium 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	418 Main School 443 Inc Nursery
Proportion (%) of pupil premium eligible pupils	15% (67 Children inc 2 in Nursery and 2 in Reception)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Green – Headteacher
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	£72,020
Recovery premium funding allocation this academic year	£8,748
Children looked after	£4,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	£84,

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 your starting points but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. 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
1	The size of the gaps in some disadvantaged pupil's basic skills, especially in Maths, means many attain lower than non-disadvantaged pupils.
2	A small group disadvantaged children have complex needs which impacts on their progress and attainment.
3	Support at home for some disadvantaged children is often limited, affecting the engagement of the family in home learning activities
4	The pandemic impacted on standards and attainment of disadvantaged children, especially in writing and reading.
5	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.
6	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	School Improvement Link
Disadvantaged pupils make accelerated progress in basic skills in order to narrow the attainment gaps. (Challenge 1)	<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. 	1 4 6
Our small group of disadvantaged children with complex needs are supported to access the curriculum at an aspirational level to them. (Challenge 2)	<ul style="list-style-type: none"> Internal data shows that these disadvantaged children are making progress. Observations show that these children are actively engaged in learning. 	1 4 6 7
Provision of additional resources to be used at home to support and enrich disadvantaged children's learning. (Challenge 3)	<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. 	6 7
To increase the percentage of disadvantaged pupils achieving the expected standard in reading and writing. (Challenge 4)	<ul style="list-style-type: none"> Increased percentage of disadvantaged children reaching EXP across key stage 1 and key stage 2. 	1 6
Disadvantaged pupils have equitable access to curricular and extracurricular activities and take part in visits / activities that will extend their life experiences and learning. (Challenge 5)	<ul style="list-style-type: none"> Percentage of disadvantaged pupils attending clubs and additional activities is in line with non-disadvantaged children. 	7
To improve the attendance and punctuality of disadvantaged pupils. (Challenge 6)	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group has increased to above 96.8%. 	1 4 5 6 7

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 • Teaching & Learning • Writing • Phonics • Behaviour 	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 4
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 4
Maths: PACE TRG for some KS2 Teachers	https://www.ncetm.org.uk/teaching-for-mastery/	1
PACE Highly Effective Teaching and Learning course	https://thirdspacelearning.com/blog/quality-first-teaching/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 4
Maths: Targeted Maths groups in Year 6.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1
Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary	1 2 4

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, Toe by Toe, Phonics, 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 4
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

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	6
Provision of subsidised school uniform	Children are given school uniform as required	3 5
Access to Breakfast Club and After School Club places	https://www.gov.uk/government/publications/improving-attendance-at-school	3 5 6

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	3 5
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	5
ESLA, Bucket Time, Lego Therapy support for identified pupils	Pupils develop age-appropriate social and emotional skills https://www.elsanetwork.org/	2
Understanding individual children's needs and then making reasonable adjustments		2
Support from outside agencies inc, behaviour, SEND Localities, Virtual Schools		2

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 2021 to 2022 academic year.

Data:

- 50% of disadvantaged children in KS2 achieved the expected standard in Maths, Writing and Reading
- 25% of disadvantaged children in KS2 achieved the greater depth standard in Maths, Writing and Reading
- 100% of our disadvantaged children in Year 2 passed the phonic screening test
- 100% of our disadvantaged children in Reception achieved GLD
- In KS1 disadvantaged children achieved higher than the non-disadvantaged children at greater depth in Reading, writing and maths

All disadvantaged children had the opportunity to attend a range of extra-curricular clubs, some places were funded by the school. All disadvantaged children attended in school enrichment opportunities, including trips, residential, visitors and workshops relevant to their year group.

All disadvantaged children received resources to support learning at home. These included, stationary and additional learning aids such as phonic mats, number lines etc. The introduction of

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
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Timetables Rockstars	Maths Circle
TALC	ELKLAN
PiXL	Partners in Excellence
ELSA	ELSA Network
NELI	Nuffield
Power of Reading	CLPE