

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	414 Main School 462 Inc Nursery
Proportion (%) of pupil premium eligible pupils	16.1% (67 Children inc 0 in Nursery and 6 in Reception)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Green - Headteacher
Pupil premium lead	Kelly Storey - Assistant Headteacher Tara Eason - Assistant Headteacher Sofi Dimopoulou - Pupil Premium Champion
Governor/Trustee lead	Jenny Fogarty

Funding overview

Detail	
Pupil premium funding allocation this academic year	£95,268
Recovery premium funding allocation this academic year	£9,280
Children looked after	£2 x1500
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	£107,548

Part A: Pupil premium strategy plan

Statement of intent

Our Trust's Vision for Pupil Premium

PACE Academy Trust is committed to reducing gaps in opportunity, engagement and achievement between disadvantaged children and their peers. We recognise this as an absolutely fundamental part of our work. We aim to identify and reduce or remove barriers to learning for all disadvantaged pupils, and to use Pupil Premium funding to help diminish differences between the attendance, well-being and learning outcomes of disadvantaged pupils and their peers.

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.

In PACE Academy Trust, support for disadvantaged children fits into three broad categories, all of which are equally importance:

- **Ensuring Access** - supporting children and families to access quality learning;
- **Broadening Horizons** - providing children with experiences that widen their opportunities and increase their cultural capital;
- **Raising Achievement** - supporting children to achieve the very best that they can academically

Within these categories, activities offered by schools could include, but may not be limited to, the following:

Ensuring Access	Broadening Horizons	Raising Achievement
<ul style="list-style-type: none"> working with Educational Welfare Services to improve attendance and punctuality; providing children and families with curriculum packs and resources to support learning at home; providing free or reduced cost uniform or PE kit, including for children starting Reception; providing other free or reduced equipment, such as water bottles and book bags; offering free or reduced places at breakfast and after school clubs; providing financial support to allow access to educational visits and experiences; giving pastoral and emotional support - through, for example, nurture group ELSA or specialist behaviour support - to improve access to or engagement with learning. 	<ul style="list-style-type: none"> providing free or reduced cost access to extra-curricular clubs; ensuring access to culture and the arts, through trips, experiences and a broad, challenging and diverse curriculum; enriching curriculum opportunities by providing free swimming and instrumental lessons; organising themed weeks, such as art or health week; providing additional enrichment activities in school, such as visiting speakers, performers or coaches. 	<ul style="list-style-type: none"> providing short-term targeted small group or 1:1 work, focussing on overcoming gaps in learning; organising literacy or numeracy booster groups; holding individual writing conferences; providing learning mentor support or coaching for individual pupils; providing specialist Speech and Language support for children; ensuring that Class Teachers and Teaching Assistants understand their role in raising the achievement of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged family circumstances are complex and often challenging. Therefore, a high proportion of our disadvantaged pupils have emotional needs and require social, emotional and behavioural support. Many also lack confidence and self-esteem.
2	Attendance and punctuality of disadvantaged pupils is consistently lower than non-disadvantaged children. This links closely to challenge number 1. Attendance for disadvantaged pupils (as of November 2023) is 92.9%.
3	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils- impacting on reading and writing attainment.
4	Support at home for some disadvantaged children is often limited, affecting the engagement of the family in home learning activities.

5	The size of the gaps in some disadvantaged pupil's basic skills, especially in Maths, means many attain lower than non-disadvantaged pupils.
6	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.

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 Plan Link
Disadvantaged children with complex family needs receive the necessary emotional, social and behaviour support to be able to access school and learning. (Challenge 1)	<ul style="list-style-type: none"> School works closely with individual families and appropriate outside agencies to support families and children. Targeted disadvantaged children have access to mentoring and ELSA support as needed. 	Objective 1
To improve the attendance and punctuality of disadvantaged pupils. (Challenge 2)	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group has increased to above 96.8%. There has been a significant drop in the number of late marks for our disadvantaged children. 	Objective 1 Additional Action 1
Improved oral language skills and vocabulary among disadvantaged pupils. (Challenge 3)	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 	Objective 2 Objective 3 Objective 4
Provision of additional resources to be used at home to support and enrich disadvantaged children's learning. (Challenge 4)	<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. 	Objective 2 Objective 4
Disadvantaged pupils make accelerated progress in basic skills in order to narrow the attainment gaps. (Challenge 5)	<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. 	Objective 2 Objective 3 Objective 4
Disadvantaged pupils have equitable access to curricular and	<ul style="list-style-type: none"> Percentage of disadvantaged pupils attending clubs and additional activities 	Objective 2

extracurricular activities and take part in visits / activities that will extend their life experiences and learning. (Challenge 6)	is in line with non-disadvantaged children.	
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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 75 000 (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"> Adaptive Teaching Assessment for Learning Writing Behaviour Importance of Oracy 	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	3 5
Writing: Develop teacher pedagogy focused in raising attainment in writing and reading	EEF T& L toolkit, teacher subject knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Vocabulary rich environment	Vocabulary rich environment Specific intervention and resources that support and promote vocabulary development and retention EEF https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term	3
Vocabulary is a focus at the beginning of each new unit of work across subjects and pupils are exposed to subject specific vocabulary using specifically designed vocabulary mats.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

EYFS pupils are exposed to regular rhymes, singing, books and discussion to acquire new vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3
Maths: PACE TRG for some KS1/KS2 Teachers	https://www.ncetm.org.uk/teaching-for-mastery/	5
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	3 5
Maths: Targeted Maths after school intervention groups including Multiplication interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	5
Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary	3 5

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

Budgeted cost: 15,000 (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/	3 5
Specific intervention and resources that support and promote vocabulary development and retention	Sutton trust toolkit – oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term	4

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

Budgeted cost:17,548 (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	High attendance and punctuality has a positive impact on children's academic confidence and attainment. Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/improving-attendance-at-school	2
Provision of subsidised school uniform	Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	4
Senior Leaders to meet with disadvantaged families to build relationships and engage parents	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk) https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1669055083	4
Access to Breakfast Club and After School Club places	https://www.gov.uk/government/publications/improving-attendance-at-school	4
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	4
Children have access to a range of high-quality school trips and extra-curricular activities and clubs	We want all pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our	6

	<p>children, in particular, those from disadvantaged backgrounds:</p> <ul style="list-style-type: none"> ● School trips and visits ● Y6 Residential ● Range of after school clubs / lessons where children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers 	
Provision of ELSA support for targeted disadvantaged children	<p>To support vulnerable children with emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	1
Provision of mentor to support leadership and self-esteem of disadvantaged pupils	<p>Research shows that mentoring can have a positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. We have run this programme for many years and have seen the benefits for our children both academically and socially.</p> <p>Mentoring EEF educationendowmentfoundation.org.uk</p>	1
Understanding individual children's needs and then making reasonable adjustments through, Pupil Premium Passports - child and teacher perspective	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf</p>	4
Understanding family needs and providing support as need e.g.- food bank, providing parent gym course etc	<p>https://www.bera.ac.uk/publication/food-banks-in-schools</p>	4
Support from outside agencies inc, behaviour, SEND Localities, Virtual Schools	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	

Total budgeted cost: £ 107,548.00

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 2023 to 2024 academic year.

Data

- 100% of our disadvantaged children in Year 1 passed the phonic screening test
- 100% of our disadvantaged children in Reception achieved GLD

All disadvantaged children had the opportunity to attend a range of extra-curricular clubs, some places were funded by the school, others were free for children to attend. The number of disadvantaged children attending clubs has risen. 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.

Individual Pupil Premium passports are reviewed termly. These record the interventions, extra-curricular clubs and additional support that is given. The review meetings with teachers, are also an opportunity to discuss with class teachers any updates on changes to family circumstance or PSED needs.

Learning Walks across the school with a disadvantaged focus, highlighted that the majority of disadvantaged children are represented in class and corridor display, with work, photos and children's voice evident. Teachers are clearly aware of the importance of building self-belief and self-esteem of our disadvantaged children. A MAT Teaching and Learning review carried out in September 2023, highlighted that disadvantaged children were being given and accessing the same learning opportunities as their peers.

Targeted intervention across the key stages were delivered by teachers in Maths and English using a variety of different resources including PIXL. This had a positive impact on the children's learning as evidenced by the data.

The school successfully trained an additional (making 3) Teaching Assistant's in ELSA and with additional funding through SEND Localities. Some disadvantaged children were supported through this ELSA programme. All disadvantaged children accessed weekly mentoring from a trained sports coach to develop their leadership skills and self-esteem.

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
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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
Power of Reading	CLPE
Spelling Shed	Education Shed
Testbase	AQA
Numberblocks Support Materials	NCETM