



**Kettlesing Felliscliffe Primary School**

**Pupil Premium Strategy Statement 2021 - 22**

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	Kettlesing Felliscliffe Primary School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	2 children (2.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	January 22
Date on which it will be reviewed	April 22
Statement authorised by	Governing Body
Pupil premium lead	M Atkinson
Governor lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,690
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	£2,690

## Part A: Pupil premium strategy plan

### Statement of intent

At Kettlesing Felliscliffe Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

At Kettlesing Felliscliffe Primary School we see raising the attainment of disadvantaged children as part of our commitment to helping all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence

## Challenges

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

Challenge number	Detail of challenge
1	Early language skills are not sufficiently developed, inhibiting comprehension and vocabulary development
2	Pupils within school have had reduced educational experiences as a result of school closures and lockdowns.
3	Those Pupil Premium children with low prior attainment do not always make as much progress as other low attaining pupils because their vocabulary and language are underdeveloped, resulting in gaps in their learning across the curriculum.
4	Relationships between pupils require development following the lockdown period.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2020-2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High levels of support from school and home for those pupils eligible for Pupil Premium within KS2 so that they make accelerated rates of progress as a result of quality first teaching and targeted intervention.	Results at the end of KS2 are above the national average. Phonics is above the national average with no gaps between disadvantaged pupils.
Targeted intervention ensures improvement in language development and vocabulary so that all pupils can access the curriculum.	Pupils are articulate and speak confidently about school life. The curriculum offers a broad range of experiences.
Experiences for Pupil Premium children will be enhanced through a rich and varied curriculum subsidised by the Pupil Premium Grant to ensure equality of access. All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers	Pupils experience a well-rounded curriculum. Pupils are confident and talk with passion about their school life. SMSC trackers demonstrate pupils experiences.

## 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: £790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively embed the school's systematic phonics programme.</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skill.</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension.</p>	<p>The EEF Toolkit Report – 'Improving Literacy in KS1' indicates that evidence for including a combination of both decoding and comprehension-led approaches in teaching reading is extensive. There is little evidence regarding precisely how these approaches should be integrated, or exactly which skills should be taught and when. However, as a school our redesign of our progressive curriculum will focus on the development of early reading opportunities across KS1 and LKS2.</p> <p>Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words. By improving pupils' knowledge and understanding of words, comprehension of more complex texts becomes possible and writing becomes richer.</p>	<p>1 2 3</p>
<p>CPD opportunities for staff on language development across the curriculum.</p> <p>Re-evaluation of the English curriculum to ensure that all staff are exceptionally knowledgeable about the teaching of progressive skills.</p>	<p>The EEF Toolkit 'Improving English in Key Stage 2' identifies that leaving school with a good GCSE in English is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school also help us with everyday life. Yet too many of our young people do not make the grade and, as a result, risk social and economic exclusion.</p> <p>As a school we recognise the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects.</p>	<p>1 2 3</p>

	We want to ensure that PP pupils can achieve high attainment and we want to train staff in effective practices to provide challenge and encouragement for these identified pupils.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group quality specialist teacher led interventions for children where language acquisition is not on track.	Early Language Development (2017) published by Public Health and the EEF identified the NELI programme as significantly enhancing pupils language acquisition skills. This programme is also being funded and advocated by the DfE	1

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

Budgeted cost: £ 1120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training: PSHE, yoga and linked to specific programmes (literacy shed etc)  A curriculum is implemented to ensure emotional well-being and readiness to learn.	Pupils may be reluctant to return to learning after such a prolonged break. They will need support to return to healthy routines and to manage anxieties. (DFE guidance).	2
Provide dedicated therapy time (Lego therapy, time to talk, counsellor etc) to help build	Play is incredibly important for a child's development – helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be	2

	transferred into their learning experiences.	
Subsidise educational visits and residential providing PP children access to enrichment activities.	Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.	2
Staff to attend training on restorative practice	EEF states that 'There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons' Behaviour interventions raise attainment by 3 months.	4

**Total budgeted cost: £2750**