

Pupil premium strategy statement: Kenn Primary School

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
School name	Kenn Church of England Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	12.12% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/6
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L Curry
Pupil premium lead	L Bestwick/ J Baxter
Governor / Trustee lead	Carla Custons-Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£17, 460
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Kenn Church of England Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We understand that children learn best in an environment where they have positive relationships with caring adults, where they feel safe, and where they feel free to explore and learn. We also know that children learn best when they are exposed to real life experiences and opportunities and, through our curriculum, we give the children these wow moments whenever possible. We achieve this through a variety of enrichment activities (including exciting trips out of school, regular forest school and a range of inspiring visitors) alongside our rich and broad curriculum.

We take pride in teaching the children the important values of Kindness towards ourselves and others, Courage towards new challenges and making the right choices, and Faith – in ourselves, in those around us and in our spirituality.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Intended outcomes

- *Improved outcomes for disadvantaged pupils in phonics, reading and Maths*
- *Improved speech and language support with a focus on enhanced oracy skills in all classrooms, targeted interventions and individualised plans.*
- *Improved emotional health of pupils to ensure they are able to access learning and make good levels of progress.*

Our current pupil premium strategy is designed to focus on High Quality First teaching with an emphasis on explicit teaching of learning behaviours. Staff CPD will focus on Walkthrus and instructional coaching alongside prioritising the EEF 5 a day key

elements of classroom teaching. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils at Kenn. Our approach is a balance of developing classroom practice and assessment, professional development to support key approaches and mentoring and coaching for teachers.

Alongside developing high quality teaching, timely targeted interventions and enhanced enrichment for pupils, we will support them to be confident and positive learners.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of children in key groups is not good enough with frequent absences impacting their progress. For the academic year 23 – 24 so far, the attendance for the whole school is 95.6% while the attendance for Pupil Premium children is 94.8%.
2	Early years children show a significant disadvantage in phonic knowledge as a starting point compared to their peers. As shown in on-entry data, with Communication and Language, the Baseline Assessment shows that 0% of Pupil Premium children were at ARE, whilst 68% of all pupils were ARE.
3	Phonics and reading in KS1 is weaker. Over the previous two years, 75% of Pupil Premium children have passed the Year 1 Phonics Screening, whilst 100% of non-Pupil Premium children have passed.
4	Poor speech and language skills for some pupils, especially KS1. Assessments, observations and discussions indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils.
5	Social and emotional needs of pupils affect wellbeing and learning outcomes. Our findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind, especially in Reading and Maths.
6	Maths attainment, specifically in KS1, is significantly lower for disadvantaged children when compared to their peers (-19%)

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
The proportion of children with frequent absence decreases, positive relationships with parents are further embedded and there is a clear system of working together at home and in school.	Children attend school regularly and have at least 95% attendance.
The gap between disadvantaged children's phonic knowledge and that of their peers is narrowed due to accelerated progress for disadvantaged children.	Continuing Professional development in Read, Write Inc. External support with early reading from Somerset literacy network and Read Write Inc.
Improved outcomes in reading for Key Stage 1 children.	At least good progress made by all disadvantaged children by the end of the academic year. Pupils demonstrate a love for reading, can talk about and show a good understanding of what they are reading, and the full repertoire of reading skills are developed. The attainment gap is narrowed between disadvantaged and other children in school. Continuing Professional development in Read, Write Inc. Training for new staff. External support with early reading from: The Ilsham hub, Somerset literacy network and Read Write Inc.
Improved oracy and speech and language support with a focus on training for the whole school and targeted staff.	Improvements evident in the use and understanding of vocabulary and paired/group discussions. Children are better listeners and able to communicate more effectively with their peers. Individual Speech and Language plans show targets being met.
To achieve and sustain improved wellbeing for all pupils at Kenn School, particularly for disadvantaged pupils.	Sustained high level of wellbeing from 2023 demonstrated by: -Qualitative data from student voice, student and parent surveys and teacher observations. -A significant increase in participation in enrichment activities, particularly among the disadvantaged. -Additional tutoring for disadvantaged children, targeting gaps from robust assessment. -An increase in participation in enrichment activities, particularly among the disadvantaged

	<ul style="list-style-type: none"> • Children confidently engage with challenging work. - An increased number of disadvantaged children taking part in school leadership roles. - An increased number of disadvantaged children representing the school in external enrichment opportunities (sporting competitions, musical performances, youth parliament)
Improved outcomes in maths for Key Stage 1 children.	<p>End of Key Stage 1 results are in line or better than National expectations.</p> <p>Additional tutoring for disadvantaged children, targeting gaps from robust assessment.</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for staff with a focus on oracy and developing purposeful talk in the classroom.</p> <p>Staff CPD on Voice 21 principles, led by A. Roper from Cockwood school.</p> <p>CPD upskills staff in explicitly teaching positive learning behaviours.</p>	<p>The EEF funded studies, on dialogic teaching, have found evidence that cognitively challenging classroom talk can lead to gains for Key Stage 2 pupils in English, Maths and Science. The ‘Speak for Change’ report highlighted the need to focus on Oracy to improve outcomes.</p> <p>https://oracy.inparliament.uk/files/oracy/2021-04/Oracy_APPG_FinalReport_28_04%20%2829.pdf</p> <p>EEF Behaviour Guidance recommendation 2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF 5 a day.</p>	2, 3, 4, 5,6

	https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	
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RWI - Full training package for Read Write Inc purchased.	<p>EEF – Phonics: High impact for very low cost based on very limited evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>RWI impact data nationally and across our Trust schools</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	2,3
Use of Tom Sherrington WalkThrus and Steplab Instructional coaching to develop a personalised and targeted coaching programme, to improve the quality of teaching and learning.	<p>Impact of coaching and mentoring for teachers - instructional coaching. EEF states that High Quality First teaching has the greatest impact for all pupils, especially disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	2, 3, 4, 5,6
Reading training for staff - guided reading, encouraging a love of reading, using AR effectively. Purchase high quality texts to support the wider curriculum – with a focus on non-fiction AR books.	<p>EEF - reading comprehension strategies have a very high impact for very low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>To improve the quality of speech and language support for most disadvantaged pupils.</p> <p>To employ a SALT across the Trust to work one to one with pupils and deliver staff CPD.</p> <p>To build individualised programmes and intervention support in school to accelerate progress.</p>	<p>EEF Oral Language Interventions demonstrate high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 3, 4</p>
<p>Small group coaching for pupils, focusing on key skills in Reading, and Maths, provided by SENDCO, and experienced teaching staff.</p>	<p>Small group tuition – EEF. We have also used this strategy last year with our catch up funding, where progress for pupils was good.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 6</p>
<p>Additional 1-1 and small group Phonics support in Class 1 and 2.</p> <p>Targeted interventions for specific pupils, small group support in line with identified teaching objectives.</p>	<p>Small group tuition – EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 6</p>

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

Budgeted cost: £3, 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LC and JB to track individual pupils, work with class teachers and build individual plans to support attendance.</p> <p>Increase parental engagement with specific</p>	<p>DfE states link between attendance and progress - end of KS2 and KS4.</p>	<p>1</p>

<p>invites for certain families to attend events.</p>		
<p>The curriculum matches the changing needs of the school population, with a focus on PSHE and emotional and social health/learning behaviours.</p> <p>Attachment based mentoring. 1-1 support.</p> <p>To support mental health and wellbeing –to adapt the curriculum to meet the needs of the learners, through curriculum meetings, subject leader action plans and external CPD.</p>	<p>Good mental health is important for helping children and young people to develop and thrive. Ofsted requirement. DFE recognised priority.</p> <p>EEF research into Social and Emotional learning support indicates that: Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This CPD has a moderate impact for a very low cost.</p>	<p>5</p>
<p>Breakfast and After school club to support emotional well-being and social skills of children.</p> <p>Funded for pupils on FSM</p>	<p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 DfE</p>	<p>5</p>
<p>Support additional activities – music lessons and school visits.</p> <p>Support additional swimming lessons for non-swimmers.</p> <p>School visits are partially funded by PTA support.</p>	<p>EEF – Arts participation, but also recognised evidence for supporting mental health and wellbeing.</p>	<p>5</p>

Forest School activities to support mental health and wellbeing. Part funded by SBS, Sports Premium and Parent contributions.	As above.	5
Improve parental engagement with termly coffee mornings and touch base phone calls from SENDCO or class based staff, to ensure parents are connected and feel well supported. Sharing assemblies.	Parental engagement impacts positively on pupils attainment +4 months (EEF)	5
CPD for staff to develop relational practice and relational plans for individual pupils.	Staff and pupil wellbeing is an Ofsted and DFE priority.	5

Total budgeted cost: £19,460

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 2022 to 2023 academic year.

During the school year, we used standardised testing to inform outcomes and provide detailed information on which areas the children needed to work on. This was through the use of Star Reading and Star Maths tests half termly. We also used Early Literacy (linked to Accelerated Reader) and Read Write Inc. assessments, to support assessment of phonics.

Our Pupil Premium Strategy is continuing from last year, with a focus on whole school staff training and targeting gaps in learning in an individual way. As a small school we can personalise the learning interventions to meet the needs of the pupils. Outcomes were generally good in the main, but the focus areas for vulnerable pupils and across the school is particularly within Reading and Maths. We have highlighted that barriers to learning are very much focussed on mental health and speech and language needs, and we are investing in these areas across the school. This will continue in the coming years.

	Reading	Writing	Maths
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2022FSM	69.3%	46.2%	61.5%
2023FSM	91.7%	83.3%	91.7%
2022 PP	66.7%	41.7%	58.3%
2023 PP	100%	91.7%	100%

2023 compared to 2022 data – Expected Progress **Improvement** Decline

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>We hired a Learning Tutor (qualified teacher) dedicated to the emotional wellbeing and academic achievement of pupil premium children, including service children. They help pupils with a personalised approach for each child.</p> <p>We identified gaps in service children’s education caused by moving between schools which we addressed with targeted support.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in wellbeing amongst service children.</p> <p>Assessments demonstrated progress in subject areas where extra support classes were provided.</p> <p>100% of service children achieved ARE in all areas.</p>

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
RWI Charanga Teach Computing Access Art SCARF Language Angels AR Nessy	

