

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Kates Hill |
| Number of pupils in school | 382 |
| Proportion (%) of pupil premium eligible pupils | 165 43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 |
| Date this statement was published | 30/9/21 |
| Date on which it will be reviewed | Feb 2022 |
| Statement authorised by | K Harvey |
| Pupil premium lead | KHarvey/JMatthews |
| Governor / Trustee lead | M. Searle |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £221,925 |
| Recovery premium funding allocation this academic year | £ pending figure |
| 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 | £approx £235,000 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We aim to ensure we spend our additional Pupil Premium Grant on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close any gaps in achievement so they do just as well as the other children. We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data to see if we are successfully closing any gaps;
- opportunities to access a wide range of enrichment.
- Speech and Language Therapy targeted support in EYFS and KS1
- Tracking the progress in the intervention programmes they are on and other support they and their families receive to see if they are working using our , leading to an in-depth discussion and guidance from senior managers on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;
- Mentoring sessions with pupil premium worker
- feedback from the additional outside agencies we buy in such as our professional counselling service, and from staff about the positive difference these services are making;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour;
- PSHE assessments as well as information relating to Social Care involvement, safeguarding and child protection.
- Investing in resources to boost children’s confidence and learning, baseline tests, workbooks and revision aids.

We use this information to decide which strategies are working well and that we can expand and build-on, and which are not having much effect so need to be targeted on different children, improved, or abandoned and replaced with something better. This information is compared to the cost so we can look for better alternatives if they are not providing ‘value for money’

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low levels on entry of pupil premium pupils Pupils RWM skills in KS2 need to further improve to close the gap on national attainment Pupils motivation and confidence intervals are low Teaching and learning approaches and the curriculum need to further impact outcomes |

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| 2 | Low levels in language development, vocabulary and receptive language. Middle attaining disadvantaged pupils need to reach expected targets |
| 3 | Children need to develop resilience and independence to reach their full potential and be aspirational for their future Disadvantaged pupils achieving the expected level in Literacy/Writing by the end of Reception must increase |
| 4 | A large number of pupils are also on the SEN register |
| 5 | Low attendance for a group of children across the school is hindering their academic achievement. 93% Target = 96% |

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 |
|--|---|
| <p>A higher proportion of Pupil Premium Children reach Age Related Expectations (ARE)</p> <p>Pupils reading and Maths skills across school are improved and have diminished the differences between these pupils and other pupils internally and nationally.</p> <p>Pupils reading and love of reading through Rainbow readers Reading buddies An increase in GLD in EYFS 60%+</p> <p>Raise attainment in KS2 PPG pupils in line with NA Raise attainment in KS1</p> | <ul style="list-style-type: none"> - Data reflects a narrowing of the gap between PP and non PP groups in Reading, Writing and Maths. - RWI Expectations 75% - Pupils attaining Age Related Expectations - Expectation of at least 2 points progress each term - PPG pupils to achieve better results or in line - Increase in GLD <p>PP pupils passing the phonics screening test</p> <p>No gaps between NON PPG/PPG In line with NA</p> |
| <p>Increase the number of pupil premium pupils gaining greater depth across the curriculum.</p> <p>Pupils off track are monitored and supported</p> | <ul style="list-style-type: none"> - PP pupils to make 6 points progress whatever their starting point. - Close to NA progress scores <p>More PP pupils on track to reach GD</p> |
| <p>To increase capacity in school to improve Speech and Language in the Early Years and KS1 Language First Programme results Increase GLD in reception</p> <p>WELLCOMM AND NELI to be used with all PPG pupils</p> | <ul style="list-style-type: none"> - Children to develop curriculum vocabulary - Children to improve reading and writing skills - Children to make progress in baseline tests - Results of Language Bid <p>Wellcomm training to be used to improve and provide impact</p> |
| <p>To support the Mental HEALTH Agenda. To develop children's social, emotional and mental well being. Mental Health Change team Anti Bullying Ambassadors</p> | <ul style="list-style-type: none"> - Children come to school ready to learn. - Children are resilient and there is a reduction of behaviour incidents. - Children have increased opportunities to experience a wide range of activities and enrichment experiences. - Jigsaw programme <p>PSE/RE/Healthy Relationships lessons</p> |

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| <p>To raise PP attendance, targeting key pupils for attendance trackers</p> | <ul style="list-style-type: none">- Pupils to attend school regularly- Attendance in line with non PP children- Reduction in the number of persistent absentees- Analysis and evidence of intervention/attendance trackers <p>Attendance to restart at 100% half termly</p> |
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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: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Reduce gaps between PP and other pupils in Reception, Year 1 reading and phonics</p> <p>1:1 tuition and small group teaching in Year 2/6</p> <p>Interventions/after school lessons for Yaers 4/5/6</p> <p>Raise attainment in Year 6 Maths</p> <p>Improve language and vocabulary across the school</p> | <p>Training of staff in continued use of assessment programmes in EYFS and Year 1. Additional TA and teacher support (£38,374) Release time for S&L Lead to access and evaluate programmes in place and meet with service (£1280) Further enhance equipment to increase physical development of pupils (£1000)</p> <p>Effective evaluation of pupils to enable clear plans for future provision.</p> <p>Scaled scores to improve</p> <p>Current school data increase/gaps identified immediate</p> <p>Robust analysis of interventions in place. Staff deployment to use assessment tools and intervention programmes.</p> <p>Additional targeted support increased outcomes of previous cohort. Focus on disadvantaged will again improve S&L skills and build on EYFS profile already established.</p> <p>Continued use of Language First programme will accelerate progress and achievement</p> <p>Increase the knowledge of rich vocabulary by using Bedrock</p> | <p>1</p> <p>1</p> <p>2</p> |
| <p>PP children achievement is in line with non PP children and any attainment gap diminishes in all year group</p> | <p>Additional intervention teachers Yr5/6 (£50,134) HLTAs booster sessions after school throughout school Easter and after school clubs (£1800) Online subscriptions (£2000) Release for Raising Achievement meetings (£1600) Senior Team coaching to evaluate and improve quality first teaching (£3200)</p> | <p>3</p> |

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| <p>Raise attainment in KS2 in all subjects for PPG pupils</p> <p>To raise attainment in writing</p> | <p>Small group intervention focusing on Q/W ANALYSIS</p> <p>Gap between ppg/non ppg decreased</p> <p>Writing attainment across school to increase by at least 10%</p> <p>Improved progress outcomes and attainment in 2020-21 and 2021-22</p> <p>Tracking data show narrowing of gaps in cohorts between PP and non PP.</p> <p>Highly experienced delivery of interventions has impact in accelerated progress.</p> <p>Interventions delivered to raise attainment of PP children. Tracking data shows improved outcomes for targeted children.</p> <p>Individual resources for use at home, including online help to raise engagement and outcomes.</p> | <p>2</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>PP pupils are well supported with emotional and social needs to enable barriers to learning to be identified and addressed.</p> | <p>% Pastoral Support Manager (£10k)</p> <p>% Nurture group staffing</p> <p>Mentoring and Counselling sessions – outside agency and in-house (£5k) Parent liaison</p> <p>Families needing support is increasing</p> <p>Additional support and advice given helps families engage with school and other agencies</p> <p>Increasingly high level/quality of pastoral care needed to engage hard to reach families</p> | <p>3</p> |

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| Targeted daily phonics support | <p>Rising mental health issues amongst children</p> <p>RWI is progressing – increase in phonics scores</p> <p>Increase in more pupils coming off phonics programmes</p> <p>Poor attitudes to learning from hard pressed families</p> | <p>2</p> <p>1</p> |
| <p>Attendance of PP pupils is at or above national expectations</p> <p><i>To raise SEND outcomes throughout the school</i></p> | <p>Greater awareness of importance leads to more engagement</p> <p>Attendance has improved over time and in line with peers</p> <p>Continue to focus as whole school on attendance</p> <p>Attendance that is regular and punctual improves</p> <p>Children’s readiness to learn and creates more stable relationships</p> <p>Teacher and TA targeted support</p> <p>Interventions for all SEND/PPG pupils</p> | <p>1</p> <p>4</p> <p>5</p> |
| <p>New arrival/EAL language unit = English as an additional language support groups and additional focused support for PP children who are also New Arrivals</p> | <p>TA Support</p> <p>Resources</p> <p>High levels of mobility</p> <p>High levels of FAAP pupils</p> <p>Greater language barriers for new non speaking pupils</p> <p>Support through the assessment centre</p> | <p>1</p> <p>3</p> |

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

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Raise aspirations with engaging opportunities and experiences | <p>Hardware purchases</p> <p>Subscriptions</p> <p>Wide range of activities, events and trips/visits throughout the year widens horizons and raises aspirations.</p> | <p>1</p> <p>4</p> |

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| | <p>All core to Trust values and ethos.</p> <p>Previous plans for whole school events, trips and so on have been successful</p> | |
| <p>All PP pupils can access online learning with devices at home, tuition for all pupils with PPG or intervention where appropriate</p> <p>Tracking of PPG is accurate and an effective assessment tool is supportive</p> | <p>DFE funded laptops I pads (10,000)</p> <p>GL Assessment in Year 5/6 Integris RAG (30,000)</p> | |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Attainment 2020-21

Outcomes of PPG pupils

| End of KS2 | PPG | Non-PPG |
|---------------------------|-----|---------|
| Combined R,W,M | 65% | 73% |
| Reading | 68% | 80% |
| Maths | 68% | 80% |
| Writing | 65% | 73% |
| End of KS1 Results | | |
| Combined R,W,M | 38% | 36% |
| Reading | 52% | 53% |
| Maths | 62% | 67% |
| Writing | 43% | 44% |
| Year 1 phonics | | |
| % expected | 41% | 70% |
| EYFS GLD | 25% | 45% |
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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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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---------------------|
| How did you spend your service pupil premium allocation last academic year? | No service children |