

Keyworth Primary and Nursery School's Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils – 2021-2023

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	Keyworth Primary and Nursery School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	64/152 42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr P Cresswell
Pupil premium lead	Mrs H Holmes
Governor / Trustee lead	Mr N Seller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,830
Recovery premium funding allocation this academic year	£8,700
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	£95,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, 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. The approaches we have adopted complement each other to help pupils make good progress.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- track the progress that all children are making to ensure good progress is being made and strategies being used are effective
- ensure that all children have access to enrichment experiences such as residential visits and taking part in music lessons.
- monitor attendance and support parents to ensure their child attends school so that there is no gap between the attendance of disadvantaged children and others

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have difficulties with phonics. This negatively impacts their development as reader.
3	Assessments and observations in maths shows that there is a significant gap in the attainment of disadvantaged and non-disadvantaged pupils, particularly around the fluency element of maths, at the end of KS2.
4	Evidence of referrals to external agencies and those children accessing ELSA show that a higher number of disadvantaged pupils have social and emotional difficulties than non-disadvantaged children.
5	Data shows that the absence rate is 10.17% for PPG pupils and for all of the pupils it is 4.8% (2020-2021)

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improve the reading attainment of disadvantaged pupils at the end of KS1.	Phonics attainment data is typical to national at Y1 and Y2. Yr 2 SAT data in reading is at least typical to national PPG and the attainment gap has closed to national all pupils compared to entry points.
Improve the attainment of disadvantaged pupils in maths at the end of KS2.	Yr 6 SAT data in maths is at least typical to national PPG and the attainment gap has closed to national all pupils compared to Key Stage entry.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
The gap between the non-attendance of disadvantaged pupils and all pupils will narrow.	<ul style="list-style-type: none"> -The overall absence gap between non-PPG and PPG at KPNS will narrow. -Overall attendance for PPG pupils is better than national for PPG pupils -The % of PPG pupils who are persistently absent has reduced and the gap between non-PPG and PPG has narrowed.

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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding NELI activities in EYFS. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	There is a strong evidence base that NELI improves early literacy and language skills. Nuffield Early Language Intervention Scale Up EEF (educationendowmentfoundation.org.uk)	1,2
To undertake an external reading audit to develop our teaching of fluency	Staff will attend training and internal CPD will take place to enhance our teaching of reading in school so that more children, including disadvantaged children achieve higher standard.	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Regular staff meeting time is dedicated to maths planning and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	3
Embed Jigsaw across the school to help children develop their personal social and emotional skills	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4, 5
To build retrieval practices and the use of	There is extensive research that shows that cognitive overload can prevent children from	3

<p>Knowledge organisers into our daily teaching</p>	<p>committing ideas to their long-term memory. Therefore keeping our curriculum precise and sequenced can lesson this load and allow children to bring to new situations prior learning. That revisiting knowledge and skills frequently can help children to remember key work taught.</p> <p>The Complete Guide To Rosenshine's Principles Of Instruction (teacherofsci.com)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language sessions with children across the school.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. tutoring for pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils but also all of those children who require additional support from R to Year 3. Groups are reviewed regularly, and children assessed to ensure they are being targeted appropriately</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

<p>Additional teaching interventions such as pre-teaching, metacognitive strategies, scaffolding, feedback sessions and booster. These are targeted at all children, including disadvantages and high ability children who it is felt would benefit from such interventions.</p>	<p>Pre-teaching groups, scaffolding learning and using meta-cognitive strategies help introduce new vocabulary to children before the start of their teaching session. This over learning alongside breaking learning down into ‘chunks’ to avoid cognitive overload has proven to help children make accelerated progress.</p> <p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Trust attendance policy is enacted rigorously to ensure latest DfE expectations are met and exceeded.</p> <p>School Improvement Plan has a specific section for attendance detailing specific actions for key staff members and review points.</p> <p>Member of SLT assigned the role of liaising with Trust’s SIA half-termly and governors to regularly review the attendance of children using the school’s Attendance Action Plan.</p>	<p><i>‘Research has found that poor attendance is linked to poor academic attainment across all stages [...] as well as anti-social characteristics, delinquent activity and negative behavioural outcomes [...] However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.’ Full EEF research here</i></p> <p>Reviewing the KPNS Attendance Action Plan during the past 12 months has shown an improvement in the attendance of disadvantaged pupils.</p>	<p>5</p>

Total budgeted cost: £95,530

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.

Intended outcome	Success criteria <i>Outcomes detailed below at end of 1st year of our strategy</i>
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improve the reading attainment of disadvantaged pupils at the end of KS1.	Phonics attainment data improves. 80% (4/5) of Yr PPG 1 children passed the Yr 1 phonics End of Yr 2 data improves. 63% (5/8) PPG children passed phonics retake 79% (11/14) PPG pupils passed screen by end Y2 7.1% (1/14) PPG pupils achieved EXS in Y2 reading SATs
Improve the attainment of disadvantaged pupils in maths at the end of KS2.	SATs scores in maths improve and the gap narrows between school and national data. 30% (3/10) achieved EXS in KS2 maths SATs. Progress also weak
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations 98% (81/83) respondents to parents' survey said their child was happy at KPNS 95% (79/83) respondents to parents' survey said the school cares for their child's mental health • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 93% (77/83) respondents to parents' survey said their child can take part in clubs and activities <i>NB Data for this outcome is not split by PPG and non-PPG</i>
The gap between the non-attendance of disadvantaged pupils and all pupils will narrow.	Data will show the gap narrow. FFT shows average attendance for PPG pupils 2021-2022 was 90% vs national of 90.5%. This is an improvement on 2020-2021 when average attendance for PPG was 89.83%

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
N/A	