

Keyworth Primary and Nursery School's Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery 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	Keyworth Primary and Nursery School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	70 (44.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023; 2023/2024; 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr P Cresswell
Pupil premium lead	Mrs Gemma King
Governor / Trustee lead	Mr N Seller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,672
Recovery premium funding allocation this academic year	n/a
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	£105,672

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 non-attendance for PPG pupils is 9.24% (8.6% national) and for all of the pupils it is 7.09% (6.4% national) in 2022. Attendance has been below or close to national in recent years

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 early reading skills of disadvantaged pupils.	Phonics attainment data improves.
Improve the attainment of disadvantaged pupils in Reading, Writing and Maths at the end of KS2.	SATs scores improve and the gap narrows between school and national data.
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.	Data will show the gap narrow.
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver RWI consistently in partnership with the Reading Hub.	There is strong evidence base that systematic synthetic phonics improves early literacy and language skills. Phonics EEF (educationendowmentfoundation.org.uk)	1,2
Deliver Talk for Writing consistently in partnership with the T4W consultant.	T4W enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)	1,2
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 the teaching of Mastering Number in EYFS and KS1.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.	3

	Mastering Number at Reception and KS1 NCETM	
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 Knowledge organisers into our daily teaching	There is extensive research that shows that cognitive overload can prevent children from committing ideas to their long-term memory. Therefore keeping our curriculum precise and sequenced can lessen 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. The Complete Guide To Rosenshine's Principles Of Instruction (teacherofsci.com)	3
Use NCC's 'Attend' framework to improve attainment for children who are persistently absent from school.	The Attend Framework supports schools to structure meetings and interventions when working with a family toward better attendance.	5

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

Budgeted cost: £75672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language sessions with children across the school.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
Engaging with the National Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to	1,2,3

<p>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>support low attaining pupils or those falling behind, both one-to-one One to one tuition EEF (educationendowmentfoundation.org.uk)And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</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: Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2
<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. EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT assigned the role of liaising with Trust's SIA and governors to regularly review the attendance of children using the school's Attendance Action Plan.	Reviewing this plan during the past 12 months has shown an improvement in the attendance of disadvantaged pupils.	5

Total budgeted cost: £105672

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.

(RAG rated in Sep 24)		
Aim	Target	Target date
Improve the early reading skills of disadvantaged pupils.	<p>PHONICS</p> <p>Y1 2023 – Phonics attainment 87.5% of Yr 1 PP (8 PPG children in total) children passed the phonics test. 2024 – Phonics attainment 84.6% of Year 1 PP (13 PPG children in total) children passing</p> <p>Y2 2023 – End of Yr 2, 100% PPG (7 PPG children in total) children passed phonics retake 2024 – End of Yr 2, 91% PPG (11 PPG children in total) children passed phonics retake.</p>	July 2024
Improved attainment and progress at the end and KS2	<p>End of KS2</p> <p>2023 = 9 pupils in receipt of PP (9/30 of whom, 3/9 were SEND, 2/9 had EHCPs) 2024 = 4 pupils in receipt of PPG</p> <p>Reading 2023= 50% reached EXS Reading 2024 = 100% reached EXS</p> <p>Writing 2023= 60% reached EXS Writing 2024 = 100% reached EXS</p> <p>Maths 2023 = 40% reached EXS Maths 2024 = 75% reached EXS</p>	July 2024
Improved attendance for DP.	<p>Attendance for pupils eligible for Pupil Premium rises this year and the number of persistent absentees who are eligible for Pupil Premium decreases.</p> <p>Sept 2023- July 2024 (School v national data which is currently Fisher Family Trust)</p>	July 2024

	<p>Absence rates Absence rate for children in receipt of PP – 7.9% (vs 8.2% national all schools) Absence rate for children in receipt of PP – 7.9% (vs 8.4% national Q5 deprivation schools)</p> <p>Persistent absence PP children who are persistently absent – 32% (vs 29% national all schools) PP children who are persistently absent – 32% (vs ~35% national Q5 deprivation schools)</p>	
<p>To continue to remove barriers to learning.</p>	<p>More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities.</p>	<p>July 2024</p>
<p>Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>2024 – 8/21 pupils PPG in F2 = 38%</p> <p>63% achieved PPG pupils achieved GLD (vs 52% national)</p> <p>Communication and language:</p> <ul style="list-style-type: none"> • Listening and Attention <ul style="list-style-type: none"> ○ 88% PPG pupils achieved ELG (vs 72% national) • Speaking <ul style="list-style-type: none"> ○ 75% PPG pupils achieved ELG (vs 73% national) 	

