

Pupil premium strategy statement – Kew Woods

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 | Kew Woods Primary School |
| Number of pupils in school | 404 (Reception -Year 6) |
| Proportion (%) of pupil premium eligible pupils | (88) 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/ 2023 2023 / 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | Termly until October 2022 |
| Statement authorised by | Christina Greaves |
| Pupil premium lead | Christina Greaves |
| Governor / Trustee lead | Phil Power |

Funding overview

| Detail | Amount |
|--|---------------------|
| Pupil premium funding allocation this academic year | £104,910 |
| Recovery premium funding allocation this academic year | £11,310 |
| School Led Tutoring | £9,500.40 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £125, 720.40 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding provided to schools by the Government to improve the attainment of disadvantaged children. These are children who fall within certain groups who have been identified as achieving less well overall than the wider school population. The groups of children who are thus identified are as follows:

FSM Children who are currently in receipt of free school meals

Ever 6 Children who have been in receipt of free school meals at any time in the last six years

SCE Children who have a parent who is or has been a member of the armed forces

LAC Children who are in the care of the Local Authority

PLAC Children who have previously been in the care of the Local Authority for at least one day.

1.The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

2.The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

4.We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

This strategy has been written by the Senior Leadership Team and approved by the Governing Body. It is published on the school website. It is based on our understanding of the needs of our own students, on extensive research and evidence of best practice from organisations such as the Education Endowment Foundation (EEF) and on our own evaluation of strategies we have used in the past. The strategy sets out what our priorities are and explains why they are important. It also sets out how we intend to address those priorities and how we will use Pupil Premium funding to do so. It will be reviewed annually by the Senior Leadership Team and Governors, and adapted to ensure it is appropriate for the needs of our current students.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Literacy skills in Nursery and Reception are lower for pupils eligible for PP than other pupils on baseline analysis in comprehension and phonological awareness. |
| 2 | 36% of PP pupils are also on the SEND register |
| 3 | 20.5% have attendance less than 90% over the last academic year |
| 4 | Narrowing the attainment gap across Reading, Writing and Mathematics. |
| 5 | 20% of disadvantaged pupils are on the vulnerable register |

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 |
|--|--|
| To ensure attendance of pupil premium pupils is above national average. | Pupils will be in school safe learning every day. |
| To increase the percentage of pupil premium pupils achieving expected in reading, writing and mathematics across the school. | Pupils will aspire to achieve well and have self-confidence in their academic ability. |
| To nurture the well-being of pupil premium pupils | Pupils will be able to express, understand and manage their emotions to keep their mind and body healthy. |
| Pupil Premium pupils to have experiences of extracurricular clubs and residential. Experience Cultural Capital | All pupil premium pupils will attend school trips and residential which deepen their understanding of arts, culture and sports |

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: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional Teacher for Year 6 and Year 2 two hours in the morning each day for smaller groups for English and Mathematics. | EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 and year 2 cohort and have identified that 3 small classes under 20 children would allow teachers to increase the amount of attention each child will receive. | 2, 4 |
| CPD for all teaching staff on an inclusive classroom. Dyslexia, quality first provision, child language acquisition and neurodiversity workshops. New staff access phonics CPD. NELI training for EYFS staff. | There is widespread consensus that classroom teaching has the biggest impact on the progress of disadvantaged students (e.g. EEF Guide to the Pupil Premium). | 1, 2, 4 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| TA3 to teach targeted intervention across KS1 with a range of targeted interventions for specific pupils to support them with reading, writing and mathematics. | This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, disadvantaged students are only half as likely to have received such tuition as non-disadvantaged young people. Disadvantaged students are also less likely than their non-disadvantaged peers to have parental support for independent study according to the same report and in the Parent Power report (2018) the EEF recommends that disadvantaged students should be given additional support for independent study. Data within school suggests that Pupil Premium students are less likely to complete homework on time. | 1, 2, 3, 4 |
| Targeted Year 3 Pupil Premium writing group taught twice a week by experienced teacher to support writing skills. | This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, | 2,4,5. |
| Speech and Language therapist appointed to assess targeted pupils, write programmes and train staff on how to deliver daily programmes. | EEF research shows on average oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. Approaches that are delivered one-to one also have larger impacts. | 1, 2, 4 |
| TA3 staff delivering morning and after school | This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring | 2, 4 |

| | | |
|--|--|-------|
| interventions for reading and number. | can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, disadvantaged students are only half as likely to have received such tuition as non-disadvantaged young people. Disadvantaged students are also less likely than their non-disadvantaged peers to have parental support for independent study according to the same report and in the Parent Power report (2018) the EEF recommends that disadvantaged students should be given additional support for independent study. Data within school suggests that Pupil Premium students are less likely to complete homework on time. | |
| Educational psychologist support for PP pupils | This has been successful in previous years ensuring pupils have a tailored curriculum to meet their needs. The recommendations feed into SEND support plans and EHCP assessments. | 2, 4, |

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

Budgeted cost: £ 50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Fund school uniforms for pupil premium pupils including school tracksuits. | <p>Poor attendance impacts directly on progress. (DfE The link between absence and attainment at KS2 and KS4, 2016) School data indicates that the attendance of disadvantaged students falls below that of their non-disadvantaged peers and they are more likely to be Persistently Absent. Attendance of the disadvantaged cohort improves and is more in line with that of their non-disadvantaged peers. Persistent Absence among disadvantaged students is reduced.</p> <p>According to the EEF 'the association between parental engagement and a child's academic success is well established'.</p> <p>If children have the correct resources to come to school they will feel ready to come to school. Parents will be supported in getting children to come to school.</p> | 3, 5. |
| Behaviour and Counselling service Pupils attached to key workers | According to Maslow's hierarchy of needs, basic physical, emotional and psychological needs must be met before someone can reach their full potential. Disadvantaged students have a range of diverse barriers to | 2, 5. |

| | | |
|--|--|----------|
| | learning that in many cases go beyond the academic and these must be addressed. | |
| Teaching Assistants funded to run clubs after school for a range of activities | A report by the UCL Institute of Education; certain teaching approaches (March 2018) found that research indicates extra-curricular activities such as Science, sports can help increase scientific aspirations of students from disadvantaged backgrounds. Oxford University also found evidence that disadvantaged pupils face a lack of “opportunities to learn” which the researchers linked to lower achievement. There is evidence that programmes such as school science clubs, visits to museums, university laboratories, or visits by scientists in schools can raise outcomes. | 3, |
| Subsidising the costs of school visits and curriculum enhancements | Enable pupils to access residential visits for outdoor and adventurous team building activities. To provide experiences for pupils to develop oracy skills and engage in talk for writing activities. Children to engage in visits to support topic learning. Cultural capital enhances academic progress as it provides students with a wider general knowledge base to contextualise new learning. It also supports social mobility (Bourdieu). Disadvantaged students may have fewer opportunities to develop this at home. Extra-curricular activities, trips and visits are mediums through which school can provide opportunities to develop cultural capital for disadvantaged students, who are more likely to rely on free activities. According to the Social Mobility Commission (An unequal playing field: Extra-curricular activities, soft skills and social mobility July 2019), research suggests that participation in extra-curricular activities builds confidence and social skills which make people more employable and young people who participate in such activities are more likely to aspire to go on to further or higher education | 1, 3, 4, |

Total budgeted cost: £ 125,000

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.

| EYFS – Reception Pupils 2021 | Pupils eligible for pupil premium (PP) 8 pupils (% achieved expected or above) | Pupils not eligible for (PP) 42 pupils (%achieved expected or above) |
|---------------------------------|--|--|
| Good level of development (GLD) | 38% | 60% |
| Reading | 63% | 76% |
| Writing | 63% | 76% |
| Number | 75% | 83% |
| Shape | 75% | 83% |

| END OF KS1 | | |
|---|---|--|
| | Pupils eligible for PP 11 pupils (% achieved expected or above) | Pupils not eligible for PP 49 pupils (%achieved expected or above) |
| % making expected or better than expected progress in reading | 55% | 67% |
| % making expected or better than expected progress in writing | 18% | 96% |
| % making expected or better than expected progress in maths | 55% | 73% |

| YEAR 2 PHONICS SCREENING CHECK* | | |
|---------------------------------|---------------------------------|------------------|
| Pupils eligible for PP (11) | Pupils not eligible for PP (49) | National average |
| 73% passed | 88% passed | |

| END OF KS2 | | |
|---|---|---|
| | Pupils eligible for PP 17 pupils (% achieved expected or above) | Pupils not eligible for PP 42 pupils (% achieved expected or above) |
| % making expected or better than expected progress in reading | 88% | 81 % |
| % making expected or better than expected progress in writing | 82% | 79% |
| % making expected or better than expected progress in maths | 82% | 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 |
|-----------------------------------|------------------------|
| Read, Write Inc Phonics | Ruth Miskin |
| Fresh Start Intervention | Ruth Miskin |
| Language and Literacy | Ruth Miskin |
| Time to Talk + Friendship Formula | Alison Schroeder |
| Early Fluency Programme | Sefton Local Authority |

Further information

2013 Ofsted report states: "Pupils known to be eligible for pupil premium make good progress."

2017 Ofsted report states: "Funding is well used for both academic support and support for the social and emotional well-being of disadvantaged pupils."