

Kenton Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Review

Detail	Data
School name	Kenton Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	19% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lorraine Curry
Pupil premium lead	Gemma Sandercock (Head of School)
Governor / Trustee lead	Carla-Custons-Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18005
Recovery premium funding allocation this academic year	£2175 and £2268
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	£22 448

Part A: Pupil Premium strategy plan

Statement overview

At Kenton Primary School, we are committed to all pupils reaching their full potential. We meet all the needs of our pupils through a safe and nurturing environment. We are aspirational for our pupils, teaching them that the sky's the limit in what they can achieve in life.

Our aim is to develop our pupils into well-rounded individuals who can achieve well in the wider world and make a difference to it. We teach children about kindness, respect, honesty, and responsibility as well as the 'secrets of success' learning behaviours. Pupils are at the heart of everything we do and we offer excellent pastoral care for them.

We give the children a progressive and exciting curriculum. Topics are carefully planned to engage and excite pupils with their learning. The curriculum is brought to life with forest school experiences, high quality physical education through a sports coach as well as offering the children trips, residential, memorable experiences and visitors. We aim to share learning with parents where possible. The children are encouraged to take on leadership roles where possible, such as being a school ambassador.

The majority of funding will go towards supporting pupils to be able to access the full curriculum and reach their academic potential. This may be through extra intervention with a teacher and tailored support through programmes addressing emotional literacy as well as high quality teaching.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Phonics -KS1 children are below average in the phonics screen.
2	Reading comprehension skills are poor.
3	Handwriting is below age-related expectations
4	Pupils are anxious and lack the resilience to overcome challenging learning.
5	Progress in Maths is low.

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
Improve outcomes in phonics for pupils in EYFS and KS1.	KS1 phonics screening results are in line with the Devon and National figures and show an upward trend.

Improve outcomes for pupils in Reading.	At least expected progress made across the academic year. By 2024/25 a greater percentage of pupils year on year make expected progress. Pupils show a love of reading and enjoy reading a range of books. Pupils can talk about and show a good understanding of what they are reading and the full repertoire of reading skills are developed.
Handwriting of PP pupils has improved so that pupils can access a full curriculum and their ideas, thoughts and understanding are captured.	PP pupils' books demonstrate an improvement and legibility in their handwriting. PP pupils can apply their handwriting skills to all elements of their work and have a good understanding of how letters are formed and joined.
To achieve and sustain improved wellbeing for all pupils at Kenton Primary School, particularly for disadvantaged pupils.	Sustained high level of wellbeing 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 the disadvantaged Children confidently engage with challenging work.
Improved outcomes in Maths. Gaps in knowledge are addressed and pupils know more and can remember more.	KS1 and KS2 results improve. Children make at least good progress.

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics programme implemented to create small, focused sessions of phonic teaching in class.	EEF teaching and learning toolkit - phonics high impact low cost High impact of RWI phonics programme to support early reading/comprehension skills.	1

<p>Staff training to ensure reading is the heart of the curriculum: -non-negotiable reading every day to children,</p> <ul style="list-style-type: none"> -CPD on teaching reading and fluency, -GR model consistent across KS2, -use of RWI to teach systematic phonics -use of Accelerated Reader to motivate and monitor reading, - investment in quality texts, text-led topics, -engaging parents through regular reading record checks, meetings and Seesaw. <p>RWI decodable reading books for pupils to take home</p> <ul style="list-style-type: none"> -support for the lowest attaining children with targeted intervention including Nessy and Trugs. 	<p>EEF Tackling Disadvantage</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>EEF - Parental engagement with reading</p> <p>Reading comprehension strategies - high impact low cost EEF</p>	<p>2</p>
<p>Investment in the letter join handwriting programme.</p> <p>Dedicated handwriting lessons 3 x weekly in class and handwriting Interventions as needed including Pegs to Paper and High 5.</p>	<p>Small group interventions - EEF</p>	<p>3</p>
<p>Maths</p> <p>Investment in training for Maths lead and Year 2.3.4 teacher. A bespoke package of support with Devon Maths advisors to support high quality teaching and improved outcomes in Maths.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p>	<p>5</p>

Whole staff focus on Walk Thrus programme to improve quality first teaching and instructional coaching.	Walk Thrus programme is research based on mastery learning and building schema EEF, high impact, low cost.	2, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group coaching for pupils, focusing on key skills in Reading, Writing and Maths, provided by SENDCO. School-led tutoring – SENDCO/experienced staff working with small groups and 1:1.	Small group tuition – EEF.	1, 3, 5
Additional 1-1 and small group Literacy support in class. Targeted interventions for specific pupils to include Precision Teaching, small group support in line with identified teaching objectives.	Small group tuition - EEF	1, 3, 5
Smaller teaching groups for Maths, allowing for a more targeted approach within mixed age classes.	EEF - Mastery approach	5
To improve the quality of speech and language support for most disadvantaged pupils. To employ SLT across the Trust to work one to-one with pupils and deliver staff CPD. To build individualised programmes and intervention support in school to accelerate progress.	EEF Oral Language Interventions demonstrate high impact.	1, 2, 4

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

Budgeted cost: £3448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to forest school sessions.	Children are stimulated by the outdoors and typically experience an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills as well as emotional wellbeing.	4
SCARF PSHE programme purchased to meet RHSE requirements and support pupils' well-being.	Need identified through behaviour and pastoral monitoring (significant need to further support well-being following national crisis)	4
Helen Wilson from Open Minds to provide training for staff and parents on supporting children's mental health. Individual and group interventions, parent workshops.	Staff and pupil wellbeing an Ofsted and DFE priority.	4
Support parent and pupil mental wellbeing through contributing to costs for music lessons and sports clubs. Uniforms subsidised for pupils.	Parent and pupil wellbeing an Ofsted and DFE priority.	4

Total budgeted cost: £22448

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.

Due to COVID-19, performance measures have not been published for 2021- 2022 and results will not be used to hold schools to account.

The school had new leadership in January 2022. Pupil outcomes for the academic year 2021/22 were below what we would have hoped and so the new strategy for 2022/23 reflects the need for more rapid improvement for the most vulnerable pupils.

In year progress Years 1-6

Reading	Writing	Maths
58% at least expected progress 17% above expected	58% at least expected progress 17% above expected progress	42% at least expected progress 25% above expected

Pupils in EYFS made expected progress.

Leadership time for the SENDCO has been increased in order to further upskill teaching staff, work across classes and support pupils on an individual and small group basis. The school has invested in a new phonic programme, which now needs embedding further to ensure impact.

There is a focus on targeted support, quality first teaching and on supporting pupil's mental health and wellbeing to enable them to be ready to learn.

We have highlighted the need to invest in external support such as mindfulness with Open Minds, an external speech and language therapist and maths support for teaching staff.

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 (purchase of programme in Feb 22 and training package)	Ruth Miskin

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?	Access to interventions and Teaching Assistant support, enrichment events and activities. This is according to individual need. 1:1 mindfulness support. 1 PE extra-curricular group per week Coordination of PPG interventions. Funding for extra-curricular/ curriculum enrichment activities.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral and emotional support has been given to the children to support them through tricky times. This has had a positive impact on their well-being, enabling them to access learning in class and make positive progress.