



Pupil premium strategy statement

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	Kells Lane Primary School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Rachel Swinbank
Pupil premium lead	Rachel Swinbank
Governor lead	Tracy Johnstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,800



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, reach their potential and succeed through a broad and balanced curriculum, tailored to their individual needs. At Kells Lane, we recognise that our pupils have a range of needs and we will ensure that we use the latest research carried out by the Education Endowment Foundation (EEF) to implement a strategy that supports our children to make progress and raise the academic outcomes for them.

Our strategy is carefully developed following a pupil diagnostic assessment which ensures that we tailor our support to meet their individual needs. Our 3-year strategy will include monitoring and evaluation on an annual cycle, as recommended by the EEF. We will then ensure that we use a tiered approach; high quality teaching, targeted academic support and wider strategies, to plan high quality interventions for all.

At Kells Lane, we recognise that the biggest impact on pupils' progress is through high quality teaching and as a school we expect all staff to deliver consistently good and outstanding lessons, identifying needs and targeting individuals. We prioritise high-quality teaching through our staff development plan which includes all staff and ensures allocated time is given to staff training, working collaboratively and observing best practice. This year, the focus is on high quality questioning, purposeful interventions, pre-teach strategies and supporting children to develop their working memory.

Our leadership team continuously monitor and evaluate the impact of our strategy through regular monitoring and quality assurance. They provide coaching and mentoring to all staff and hold regular discussions to measure the outcomes of all pupils. Implementation plans are in place to support the changes in our school, as recommended in the 'Putting Evidence to Work: A School's Guide to Implementation' guidance report. These are reviewed on a termly basis.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and learning - Impact of COVID 19 – attainment in reading, writing and maths is lower for some pupil premium pupils than their peers
2	Teaching and learning - Pupils working below age related expectations for reading then impacts their access to the wider curriculum
3	Social and emotional needs - Pupils emotional, social or behavioural needs resulting in difficulty in accessing the curriculum fully
4	Attendance -Improving attendance for pupil premium children to prevent lost learning

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
Close the gap between the attainment of pupil premium pupils and their peers by the end of KS2	<ul style="list-style-type: none"> At the end of KS2, attainment in reading, writing and maths will increase with pupil premium pupils meeting the end of KS2 expectations and be in line with their peers Pupils in KS2 will be able to access the full curriculum through application of their reading knowledge and skills
<p>Increase the number of pupils attaining end of year expectations and the end of reception and Year 2 in reading</p> <p>Pupils to have strong listening and attention skills which will impact their progress across all areas of learning</p>	<ul style="list-style-type: none"> All pupil premium pupils will pass the Y1 phonics screening check Pupils leaving EY will be ready to access the wider curriculum due to fluent decoding skills Pupils in EY and KS1 will develop speaking and listening skills to enable them to access adult directed tasks successfully
Social, emotional and behavioural needs will not be a barrier to learning for pupil premium pupils	<ul style="list-style-type: none"> Pupil premium pupils will show confidence and resilience towards their learning

	<ul style="list-style-type: none"> • Pupils will have access to support to discuss their worries and work through their barriers as and when identified
<p>Attendance rates for pupil premium pupils will be improved and maintained</p>	<ul style="list-style-type: none"> • Pupil premium pupils' attendance will be in line with the schools attendance targets and policy and the gap between them and their peers will be 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: £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a high quality and extensive CPD programme for all staff across the school including: - ECT training and support - ECT mentor training - RWI phonics refresher training - Early Talk Boost training for EY staff	EEF - Pupil premium - GOV.UK (www.gov.uk) EEF - Teacher professional development systematic review EEF - Phonics - High impact EEF – Oral language interventions – Very high impact	1,2
Release time for school SENCO to provide support and coaching for support staff to enable high quality interventions to be delivered	EEF – Teacher professional development systematic review EEF – Teaching assistant Interventions - Moderate impact	1,2,3

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions	EEF – Small group tuition – Moderate impact	1,2,3
One to One interventions	EEF- One to One tuition - High impact	1,2,3
Lexia reading programme	EEF - Reading comprehension strategies - very high impact	1,2
Star Reader & Star Maths programmes	EEF - Feedback – Very high impact	1,2



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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service for 1:1 sessions	EEF – Social and emotional learning – Moderate impact	3
Additional behaviour support	EEF – Social and emotional learning - Moderate impact EEF – Behaviour interventions	3
Rewards and incentives		4
Extra-curricular activities/educational visit funding	EEF - Arts participation – Moderate impact Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	3

Total budgeted cost: £23,800



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.

September 2020 – July 2021

The COVID-19 pandemic has meant that children's education has been disrupted during the past two years. School closures, year group bubbles and home learning have meant that children have missed key aspects of their learning and for some PP children, this has widened the gap between them and their peers.

We used our PP funding and COVID Catch Up premium to deliver targeted interventions within reading, writing and maths. The premium was used to fund an additional teacher working with small groups and 1:1 across key stage 2. Funding was also used to enable teaching assistants to deliver individualised interventions tailored to the needs of the pupils across the school.

We used our funding to invest in and implement the following:

- Early Talk Boost programme to support pupils in EY
- Counselling services to support the emotional wellbeing of identified pupils
- Star reader and Star Maths programmes to enable us to monitor the impact of the targeted support
- Whole staff training on 'The Write Stuff' to ensure high quality teaching across the school within reading and writing

All primary national assessments for summer 2020 and summer 2021 were cancelled.

Internal school data for 2020/21

Note: *Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021. Results will not be used to hold schools to account.*

End of Reception	All pupils at Kells Lane	Pupils eligible for PP at Kells Lane	
% achieving a Good Level of Development	70%	50%	2/4

End of KS1	All pupils at Kells Lane	Pupils eligible for PP at Kells Lane	
% achieving expected/exceeding progress in reading	85%	63%	5/8
% achieving expected/exceeding progress in writing	65%	50%	4/8
% achieving expected/exceeding progress in maths	78%	50%	4/8

End of KS2	All pupils at Kells Lane	Pupils eligible for PP at Kells Lane	
% achieving expected/exceeding progress in reading	93%	86%	6/7
% achieving expected/exceeding progress in writing	92%	86%	6/7
% achieving expected/exceeding progress in maths	90%	86%	6/7



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
1:1 Counselling	NE Counselling Services
Write Stuff	Jane Considine
Star Maths and Star Reader	Renaissance

