

Kells Lane Primary School Pupil Premium Strategy

Statement 2022/23

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 overview

Detail	Data
School name	Kells Lane Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rachel Swinbank
Pupil premium lead	Michelle Wilson
Governor lead	Jill Donabie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,175
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	£26,800

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 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 Primary we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

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 - Children who experience difficulties with maths require pre-teach sessions so that they can continue to be taught the curriculum for their year group.
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. Some children in Early Years need additional support with their social and emotional interactions and additional play support

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
Maths Pre-teach sessions are effective and enable pupils who are struggling to participate in whole class mastery teaching and access the curriculum for their year group	By the end of the academic year, attainment and progress in maths for all pupils improves across the whole school compared to assessments in summer 2022. The gap between disadvantaged and non-disadvantaged pupils decreases
Disadvantaged pupils in KS1 to keep up with whole class phonics teaching. Increased opportunities in school to support and enthuse a love of reading	By the end of the academic year, attainment and progress in reading for all pupils improves across the whole school compared to assessments in summer 2022
Children are more emotionally resilient, less anxious and more able to experience success in school	Disadvantaged pupils will show confidence and resilience towards their learning. Pupils will have access to support to discuss their worries and work through their barriers as and when identified. Children in Early Years will feel confident when interacting and playing with their peers
Attendance rates for disadvantaged pupils will be improved and maintained	Disadvantaged 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: £23,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for whole staff on attachment and supporting children with emotional issues, especially those that are looked after or were previously looked after. Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Thrive training</p>	<p>ARC Adoption Training</p> <p>ACEs -Introduction to Adverse Childhood Experiences Early Trauma Online Learning</p> <p>Trauma informed practice delivered by Gateshead support team</p> <p>Increased awareness of attachment and trauma issues among teaching and non-teaching staff can positively influence the school environment, enhance wellbeing and improve learning and educational outcomes for vulnerable young people.</p>	3,4
<p>Provide a high quality and extensive CPD programme for all staff across the school including:</p> <ul style="list-style-type: none"> - ECT training and support - ECT mentor training - RWI phonics refresher training <p>CPD For English Subject Lead on effective strategies for the teaching of spelling linked to phonics and time to disseminate to all staff</p>	<p>EEF Research identifies the importance of effective diagnosis of reading difficulties and the identification of possible solutions and the need to teach skills explicitly and consistently</p> <p>Read Write Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 months progress.</p> <p>EEF - Phonics - High impact</p>	2
<p>Staff to receive training from the Maths Hub to develop early numeracy approaches in EY and KS1</p>	<p>All staff to use the Mastery Approach for the teaching of Maths and ensure children are working collaboratively for maximum impact</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p> <p>EEF Toolkit: Mastery Approach – additional 8 months progress</p>	1

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
TA to create additional capacity for all TAs to provide pre teach sessions for maths in small groups	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	1
1:1 intervention TA to create additional capacity for all TAs to provide additional phonics catch up in EY and KS1 and additional reading sessions for KS2 children in small groups or individually	<p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	2
Lexia reading programme	EEF - Reading comprehension strategies - very high impact	2
Thrive sessions	<p>Further information can be found on the Thrive website</p> <p>https://www.thriveapproach.com/impact-and-research</p>	3, 4

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, 4
Additional behaviour support Celebrating positive behaviour using TrackIt system across school	EEF – Social and emotional learning - Moderate impact EEF – Behaviour interventions	3,4
Extra-curricular activities/educational visit funding Yoga sessions throughout school Paying for after school club for eligible (and interested) Year 4, 5 and 6 pupils; subsidising trips in Y4 & Y6	EEF - Arts participation – Moderate impact Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	3

Total budgeted cost: £26,800

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 2021 to 2022 academic year.

1. The Y1 Phonics Lead teacher have completed the Read Write Inc training and used aspects of it throughout their teaching and interactions with children, rather than working with targeted children as per the programme. Time was provided for the Phonics Lead teacher to model and support teachers and teaching assistants when teaching phonics. Whole school staff training occurred over three sessions. The Phonics Lead was given time to assess the reading data alongside the Read Write Inc adviser. A greater proportion of children are reading fluently and all are confident and enthusiastically about using their phonics skills to tackle unknown words. All teachers and teaching assistants are clear with the approach to teaching early reading.
2. Boom Reader was purchased. It is a digital reading record for all of your pupils to build a reading record for their entire journey through school. Teachers can now share information with parents and vice versa about tricky words and reading comments to support children further with their reading and build a home/school communication. Pupils are rewarded for their reading and motivated to read more.
3. Lexia software purchased for children who need additional support with reading. The personalised software has supported pupils across the school with phonics, word structure, fluency, vocabulary and reading comprehension. Children have completed 20-minute sessions daily to provide further reading support and practise.
4. The Writing Lead took part in Jane Considine's The Spelling Book Training. This is a new approach to teaching spelling linked to phonics. It is a school system from Y2 upwards providing teachers with clear and effective lessons and clear support on the delivery and implementation of effective spelling lessons. There has been a greater focus on teaching pupils the connections between words, sound associations, etymology and patterns.

Wider Strategies

1. Counselling services to support the emotional wellbeing of identified pupils

2. Children in Y1 – Y6 have benefitted from weekly yoga sessions
3. Relax Kids in KS2 to support children with their mental and emotional health and wellbeing with a range of tools and techniques to calm their body and mind and build confidence and self-esteem.

Early Years Achievement 2022

See below for how achievement in Early Years at Kells Lane Primary School compares with other schools nationally.

Percentage of pupils achieving a Good Level of Development

	2019	2022
Kells Lane	86	85
England	72	65
Gateshead	-	63

Key Stage 1 Achievement 2022

See below for achievement of pupils at Kells Lane Primary School in Year 2 and in the Year 1 Phonics Screening Test

% Pupils at or above required standard for Year 1 Phonics

	2019	2022
Kells Lane	92	92
National	75	76
Gateshead	-	74

% Pupils achieving the expected standard at the end of Year 2 in 2022

	Kells Lane	National	Gateshead
Reading	88	67	64
Writing	82	58	55
Maths	92	68	65
R, W & M combined	80	53	50

Key Stage 2 Achievement 2022

Please see below for KS2 (Year 6) results for 2022

% Pupils achieving expected standard at the end of Year 6

	Kells Lane	National	Gateshead
Reading	87	74	76
Writing (Teacher Assessment)	88	69	68
Grammar, Punctuation & Spelling	80	72	74
Maths	85	71	73
Reading, Writing & Maths combined	78	59	59

Percentage of pupils at Kells Lane achieving a higher standard

	Kells Lane	National	Gateshead
Reading	40	28	28
Writing (pupils working at greater depth within expected standard)	15	13	8
Grammar, Punctuation & Spelling	37	28	29
Maths	32	22	22
Combined Reading, Writing & Maths	10	7	5

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
The Spelling Book Training	Jane Considine
Lexia Core5 Reading	Lexia
Relax Kids	Relax Kids
Online Reading Record	Boom Reader

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.