

Killigrew Primary and Nursery School Pupil Premium Strategy Statement 2021-2022

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	Killigrew Primary and Nursery School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	30 (7%)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tracy Mylotte
Pupil premium lead	Karen Morley
Governor / Trustee lead	Shai Popat

Funding overview

Detail	Amount (based on 29 pupils)
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£4350
Pupil premium funding carried forward from previous years	£3370
Total budget for this academic year	£53090

Part A: Pupil premium strategy plan

Statement of intent

We use pupil premium funding and recovery funding to improve the achievement of children from disadvantaged backgrounds and to close the gap between these children and their peers. This ensures that all pupils make good progress through a well-structured and coherently planned primary curriculum. Through evidence-based analysis of the different challenges that these children face, both now and historically, we allocate funding where it can have the most impact on their educational attainment and wellbeing. We ensure that all staff understand the importance of being responsive to these challenges and the need to act promptly and effectively. We have identified six primary challenges to raising the attainment and progress of these pupils. These are reviewed and evaluated over the course of the academic year and as part of our three year improvement plan.

Our strategy is 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.

Challenges

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

Challenge number	
1	PP status coupled with additional needs An audit of the barriers to good attainment and progress indicates that over 55% of our eligible children have one or more additional needs.
2	Gaps in parenting skills linked to parent (s) not being able to act as educators Discussion with pupils and parents indicate that some parents have lower levels of academic achievement which makes it more challenging to support their child at home and to communicate high educational aspirations.
3	Parental disengagement Through tracking attendance at parents' evening consultations and extra-curricular events, we know that parents of eligible pupils attend less frequently.
4	Lack of cultural capital Discussion with pupils and formative assessment in the classroom indicates that disadvantaged pupils have less cultural awareness, which could limit their future opportunities within society and within the world of work.
5	Poor vocabulary acquisition Language screening and formative assessment in the classroom indicates that eligible children often need additional support to develop early language and speech skills. They need vocabulary focussed teaching to learn and remember more words (and better words) to support their success within the wider curriculum.
6	Pupil resilience

	Our assessments, observations and discussions with pupils have identified that eligible pupils can lack resilience and the strategies to support themselves to keep going with their learning when additional challenge is offered.
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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
1. <i>The progress outcomes of children with PP status coupled with additional need will be at least in line with their peers.</i>	<ul style="list-style-type: none"> ○ Books and learning journals show sustained progress over time. ○ Pupil work is differentiated for pupils to make maximum progress. ○ Additional leadership time to focus on SEN progress and attainment (challenge 1) ○ Meaningful diagnostic assessment and discussion to identify which pupils need additional targeted support. ○ Half-termly progress outcome discussions with teachers. Slower progress challenged. ○ Prompt small group interventions, personalised and tailored to enhance cultural capital. ○ 11 hours School Led Tutoring training for all TA's leading small group interventions. Evaluation of intervention effectiveness half termly. ○ Enhance teaching and learning through high quality professional development (supported by NPQLTD programme).
2. <i>Eligible children will not be disadvantaged as a result of parent (s) not being able to act as educators</i>	<ul style="list-style-type: none"> ○ Additional learning in school time and before & after school. ○ Revision books and materials for UPKS2 children. ○ Recorded booster lessons for home learning in Y6. ○ Recorded lessons with practical suggestions for parents to teach early reading, phonics and focussed comprehension skills. ○ A weekly homework club, a weekly drop-in session and a reading/relax club. ○ Improved class reading corners, enabling vulnerable children to borrow high quality books from school. ○ A language rich curriculum in school. ○ Prioritise eligible children for the Fresh Start programme (if needed).

	<ul style="list-style-type: none"> ○ Achieve the Herts for Learning Wellbeing Quality Mark and apply strategies to support emotional intelligence at home. Promptly access wellbeing interventions through external sources.
<p>3. <i>Parents are motivated to be positively engaged in their child's learning.</i></p> <p>4. <i>Parents realise the value of continuous education.</i></p>	<ul style="list-style-type: none"> ○ Appoint a parent liaison staff member to enable parents to access support for their own education and wellbeing. Establish a trusting relationship for long-term success. ○ Involve all school staff in the process of creating positive parent relationships. ○ Maximise parent attendance at all school events, including workshops. ○ Ensure that every parent has a termly consultation appointment. ○ Reinforce Killigrew values at school and at home through an electronic positive contact system to encourage a positive dialogue about learning and to track reading.
<p>5. <i>Through an engaging curriculum and planned enrichment activities, eligible pupils will succeed academically and learn how to access and make the most of opportunities for their future.</i></p>	<ul style="list-style-type: none"> ○ Three enrichment opportunities a year for each year group (off site visit or in school workshop). ○ Prioritise eligible children for in school clubs and musical opportunities. ○ Provide funding for board and lodgings for school journey. ○ Ensure that the curriculum for all subjects maximises the opportunity to build cultural capital.
<p>6. <i>Through improved language skills and the acquisition of a broader vocabulary bank, disadvantaged students will access the wider curriculum more effectively and confidently.</i></p>	<ul style="list-style-type: none"> ○ Use NELI (Nuffield Early Language Intervention) to screen pupils and to improve the children's vocabulary, listening and narrative skills. ○ Train all Reception staff in language fundamentals and NELI delivery. ○ Use the EEF guidance reports (Improving Literacy in KS1 & KS2 and Preparing for Literacy) to tailor a whole school approach to improve oral language, vocabulary acquisition and communication skills. ○ Ensure that teacher planning maximises the breadth (vocabulary amount) and depth (understanding and use) of language development.
<p>7. <i>Disadvantaged children will take responsibility for their own learning through peer and self-review techniques.</i></p>	<ul style="list-style-type: none"> ○ Embed the use of formative assessment strategies in school through accessing a professional development programme. ○ Establish Teacher Learning communities in order to improve teaching and by empowering teachers to trial and refine formative assessment strategies.

	<ul style="list-style-type: none"> ○ Build a stronger sense of community with teachers and pupils collaborating with each other with common goals.
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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. See [Appendix A](#) for details of the research documents referenced in this section. These are numbered in the evidence statements.

Teaching (CPD, recruitment and retention)

Budgeted cost: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deliver a high quality curriculum with a clear intent, effective implementation and regular evaluation</i>	Disadvantaged children must keep pace with the curriculum and make good progress through a well-planned and effectively taught curriculum. Adaptations to the curriculum must support pupils to move forwards from their specific starting points, strengthening understanding as they move through (App A 1).	1, 2, 4, 5
<i>Trips integrated into curriculum planning</i>	Discussion with pupils and formative assessment in the classroom indicates that disadvantaged pupils have less cultural awareness, which could limit their future opportunities within society and within the world of work. Trips are planned to allow children to immerse themselves in taught curriculum content.	2,4,5
<i>Additional teaching capacity in UKS2</i>	Historically, exit data shows that additional teaching capacity in UKS2 promotes accelerated progress in all core subjects, particularly for disadvantaged children.	1, 5,6
<i>Lead Practitioner work to improve teaching</i>	The Best Practice Network's NPQLTD (App A 2) is focused on ensuring that a skilled practitioner can support early career teachers as well as the wider development of all colleagues across the school. This development will enhance and improve teaching and learning over a sustained period	1, 4,5,6

Professional development Embedding Formative Assessment	From the ‘What Works for Children’s Social Care’ document, evidence suggests that learners in the lowest third for prior attainment made more progress than their peers in the top third in this intervention (App A 3). Teachers felt the Teacher Learning Communities (TLCs) improved their teaching practice by allowing valuable dialogue between teachers and encouraged experimentation with formative assessment strategies (App A 4).	1, 5, 6
Professional development Improving Literacy KS1/KS2 (EEF) NELI & Welkom Early Years	Oral Language Interventions (EEF) have an average impact of +5 months progress with an extensive evidence base. Professional development on this theme is planned through the use of the EEF’s implementation strategy guide (App A 5). NELI evaluations found NELI children made on average 3 months of additional progress in language (App A 6).	5
Enhanced induction and mentoring for new teaching staff	Historically an extended induction for Early Career Teachers means that teachers are fully ready to teach on their first day in September. Additional release for experienced teachers new to the school eases transition and improves autumn term outcomes for pupils.	1

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

Budgeted cost: £14,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start	From the ‘What Works for Children’s Social Care’ document for disadvantaged children, particularly those with social care experience, this intervention leads to 5+ month improvement in literacy attainment.	1,2
One to one tutoring/ mentoring programme	Last academic year, the small group tutoring programme was particularly successful for disadvantaged children when the same tutor saw the children regularly and supported their academic and emotional development. Tutoring objectives were taught in a context chosen by the child.	1,2,3

<i>Early intervention within a programme of personalised support including 1-1 phonics support</i>	EEF report on the most effective use of teaching assistants: where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. The effect of TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). High quality support and training is crucial for success.	1,2,4, 5
<i>Train teaching assistants to use Resource Web most effectively</i>	In out of class interventions, immersing children in high quality texts linked to the whole class context of learning will enhance cultural capital. It will also allow them to make links and build upon existing knowledge, adapting previously held ideas to accommodate new information.	1,2,4,5
<i>A high quality curriculum with progression grids from Nursery to Year 6</i>	Staff delivering interventions access progression grids for all core subjects and are able to teach specifically towards the objectives for each year group. The progression grids reflect the school drivers of spoken language development, spelling, reading, building cultural capital, diversity and reinforcing Killigrew learning powers.	1, 2, 4, 5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring and administration</i> <i>Promote child and parent attendance at extra- curricular clubs and events.</i> <i>Offer additional support to children at home.</i>	Working effectively with parents requires sustained effort and support. Messages that are personalised and promote positive interactions are more likely to be successful (App 17). Appointing a member of staff within a parent liaison role, will enable communication with parents before attendance becomes a concern. Strategies for children who are more reluctant to attend school can be shared early and support offered.	2,3,4
<i>Wellbeing Quality Mark</i>	The HfL Wellbeing Quality Mark is a rigorous and successful school improvement programme (App A 7). This award framework is maintained in line with Ofsted expectations, curriculum	2, 6

	requirements, DFE guidance and best practice. Within this quality mark, there is a focus on pupil and staff wellbeing linked to emotional and mental health. This is particularly important for children and parents who are more vulnerable.	
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Total budgeted cost: £ 53,090

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.

Provision	Outcome
<p>High quality teaching provision for all children.</p>	<p>Within school data for 2020-2021 reflected good progress in the majority of year groups for the majority of children. <i>For the purpose of this review, good or better attainment and progress reflects at least 75% of the class making good or better progress.</i></p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> ○ Very high percentage of children in Reception made excellent progress because of our focussed action plan (91 %+). ○ High percentage of children in nearly every class made good or better progress in reading and maths. ○ Attainment at or above age related expectations is good or better in reading and maths in all classes. ○ Attainment at or above age related expectations is good in writing, with four classes just below 70%. ○ Teaching profile in school for the majority of classes was good with many aspects of outstanding practice. ○ Excellent outcomes from a HFL brokerage visit focused on pupil premium provision. ○ Published case study in the Hertfordshire Great Expectations best practice book linked to formative assessment feedback for vulnerable children.
<p>High quality remote learning provision for all children.</p>	<p>Monitoring and observations of remote learning provision indicated a high quality of teaching (including monitoring by an external professional). Nearly every family was able to access remote learning via Google Classroom, and those that were unable to access remote learning, attended school. For the small amount of families who preferred paper packs, these were issued weekly and collected weekly with marking and feedback added. A weekly telephone call from their teacher supplemented this provision. Parent feedback was overwhelmingly positive. Children returned from the spring term lockdown ready to learn and progressed rapidly.</p>
<p>Catch Up interventions & personalised small group interventions support rapid progress.</p>	<p>The 1-1 tutoring interventions through EM Tuition produced excellent outcomes in terms of emotional support and intrinsic motivation. Pupils enjoyed the interventions immensely and made good progress</p>

	<p>academically (pupil voice and summative assessment). After school and before school interventions were successful, particularly for our Year 3 children who were learning remotely at the end of the Year 2 curriculum year.</p>						
<p>The majority of children reach age related expectations in reading and make expected progress in all year groups.</p> <p>A rising percentage of children will reach 'greater depth' on exit from Reception, KS1 and KS2.</p>	<table border="1" data-bbox="678 432 1374 734"> <tr> <td data-bbox="678 432 911 658">Whole cohort of eligible children</td> <td data-bbox="911 432 1139 658">% making at least expected progress in the 2020-2021 academic year</td> <td data-bbox="1139 432 1374 658">% making at least expected progress across the key stage</td> </tr> <tr> <td data-bbox="678 658 911 734">Reading</td> <td data-bbox="911 658 1139 734">89%</td> <td data-bbox="1139 658 1374 734">92%</td> </tr> </table> <p>55% of our eligible children have additional special education needs (SEN). Therefore, progress was strong, but attainment at age related expectations and greater depth is still considerably lower than their comparable group.</p>	Whole cohort of eligible children	% making at least expected progress in the 2020-2021 academic year	% making at least expected progress across the key stage	Reading	89%	92%
Whole cohort of eligible children	% making at least expected progress in the 2020-2021 academic year	% making at least expected progress across the key stage					
Reading	89%	92%					
<p>Phonics outcomes in Reception and Year 1 will improve.</p>	<p>91% of children from Reception were on track for age related expectations when assessed at the start of Year 1 (September 2021). 93% of Year 1 children were on track at the start of Year 2.</p>						
<p>Pupil Focus Meetings to support early intervention.</p>	<p>Performance Management meetings and focus meetings supported constant dialogue between teaching staff about how to improve provision for our most vulnerable children. Summative and formative progress outcomes were strong for the vast majority of children.</p>						
<p>Providing emotional and social support for vulnerable children and their siblings through focussed nurture provision.</p>	<p>Traditional nurture provision was not possible due to COVID restrictions on bubbles mixing. However a sustained focus on pupil wellbeing during remote learning supported a smooth transition back to face to face teaching. Wellbeing weeks (including Children's Mental Health Week , Place 2 Be, Dress to Express), a termly mental health newsletter, assemblies, one to one mentoring, weekly small group nurture support (within bubbles) and access to external practitioner support (Brain Buddies and NESSiE support) meant that vulnerable children were well supported and settled (lesson observations, behaviour logs and pupil voice).</p>						

<p>Providing transition support for disadvantaged children.</p>	<p>Extended transition meetings and opportunities for the new teacher to observe the children in class meant that all vulnerable children settled quickly into their new class, with no reported behaviour incidents. Induction for Early Career Teachers was extended to two weeks in the summer term. During learning walks, pupil engagement was excellent. The parents of eligible children with an additional SEN had a telephone call with the new teacher prior to September to discuss their needs and the strategies to support the child in class.</p>
<p>Early Identification and continued early support for disadvantaged children.</p>	<p>Children identified through ‘new to Nursery’ and ‘new to Reception’ transition meetings. Information on funding was provided regularly in newsletters. Providing laptops for home learning, through lockdown and beyond, has meant that more families were aware of the support available. Tutoring was extended into the final half term following parent requests.</p>
<p>Supporting low adult literacy levels</p>	<p>Homework instructions, grammar, phonics and maths teaching was recorded over slides and has supported access for vulnerable pupils whose parents are unable to help at home. The allocation of lap tops to vulnerable children meant that the pupils were able to access this online learning consistently. Regular homework review by DHT checked that vulnerable pupils were accessing homework and prompt supportive phone calls home resulted in improved homework outcomes.</p>
<p>Improving attendance and punctuality.</p>	<p>From the 3.9.20-20.06.21, attendance percentages were stable considering the COVID precautions in place for the remainder of the summer term. When children were absent waiting for a test result, work was set on Google Classroom by 10.30am. Punctuality improved from pre-COVID levels potentially due to the leadership presence on the school gates every morning.</p>
<p>Enhancing cultural capital through curriculum enrichment.</p>	<p>Enrichment continued throughout the school year, even during lockdown, with many virtual visits and visitors. Every class in the school had at least two virtual events, with some year groups having as many as six enrichment opportunities. Themed weeks continued with Take One Picture, Five Ways to Wellbeing and local history week. Priority places for free extra-curricular provision were offered to children in receipt of pupil premium funding</p>

	and music and PE teachers encouraged the attendance of eligible children particularly during lunch time sessions. Take up for drumming and Keep Fit Club was consistently high. Every eligible child received a free 'Get Fit' kit bag in the spring term.
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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
Programme of small group tutoring	EM Tuition

Appendix A

1. <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>
2. <https://www.bestpracticenet.co.uk/NPQLTD>
3. https://whatworks-csc.org.uk/wp-content/uploads/WWCSC_what_works_education_children_SWs_Feb20.pdf
4. <https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/>
5. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
6. <https://www.teachneli.org/what-is-neli/>
7. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>
8. <https://www.hertsforlearning.co.uk/teaching-and-learning/pupil-wellbeing/wellbeing-quality-mark>