

## Killigrew Primary and Nursery School Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 20223 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. A review of the impact of our spending in 2021-2022 is included on a separate review document.

### School overview

\*Taken from 2022-2023 allocations [www.gov.uk](http://www.gov.uk)

Detail	Data
School name	Killigrew Primary and Nursery School
Number of pupils in school	386
Number of pupil premium eligible pupils	26
Proportion (%) of pupil premium eligible pupils	7%
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tracy Mylotte
Pupil premium lead	Karen Morley
Governor / Trustee lead	Alison Game

### Funding overview

\*Taken from 2022-2023 allocations [www.gov.uk](http://www.gov.uk)

Detail	Amount (based on 26 pupils)
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years	£1612
<b>Total budget for this academic year (excluding school-led tutoring)</b>	<b>£41,392</b>

## 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. Through evidence-based analysis of the different challenges that these children face, we allocate funding where it can have the most impact on their educational attainment and wellbeing. This document is part of a three-year plan to improve disadvantaged pupil outcomes.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These remain the same as in 2021-2022 but there have been changes in the priority of the challenge (1 = most challenging) based on an audit of need document.

Challenge number	Detail of challenge
1	Lack of cultural capital
2	Gaps in parenting skills linked to parent (s) not being able to act as educators
3	PP status coupled with additional needs
4	Poor vocabulary acquisition and spoken language skills
5	Pupil resilience

### 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 – how will we know it has been achieved?	Success criteria – what will we do?
<p><b>1. Lack of cultural capital</b> <i>Through an engaging curriculum and planned enrichment activities, eligible pupils will succeed academically, and they will know how to access and make the most of opportunities for their future.</i></p>	<ul style="list-style-type: none"><li>○ There will be a planned programme of enrichment across the year (trips, visitors, and experiences).</li><li>○ ‘Experience days’ will build a rich context for writing.</li><li>○ Pupils will learn about different people’s faiths, feelings, and values through visiting religious settings and learning from visitors.</li><li>○ Curriculum enrichment will help pupils to hold onto their learning over time.</li><li>○ Assemblies will explore global goals and legal boundaries.</li><li>○ Vulnerable pupils will be represented as Travel Ambassadors, Eco Council members, House Captains and School Council.</li><li>○ Sixth form tutors and teachers from secondary schools will work with pupils to provide inspiration and aspiration for the future.</li><li>○ There will be opportunities for career focussed talks and assemblies.</li></ul>

	<ul style="list-style-type: none"> <li>○ Eligible children will be prioritised for places in school clubs, art, PE, and musical opportunities.</li> <li>○ Funding will be provided for board and lodgings for school journey.</li> <li>○ The curriculum for all subjects will maximise the opportunity to build cultural capital and knowledge. It will be coherent, well-sequenced and knowledge rich. This will be checked through a yearly evaluation and review process (led by subject leaders).</li> <li>○ Pupil voice will be used to interrogate our curriculum offer and ascertain how vulnerable pupils experience our curriculum. Actions following this will be implemented following evaluation.</li> </ul>
<p>2. <i>Eligible children will not be disadvantaged because of parent (s) not being able to act as educators.</i></p> <p><i>Parents will not be disengaged from school life.</i></p>	<ul style="list-style-type: none"> <li>○ A member of the SLT will work in a specific parent liaison role, to improve eligible pupils' participation in before &amp; after school learning opportunities and clubs.</li> <li>○ Run a weekly homework club and provide one-to-one reading and mentoring.</li> <li>○ Provide a phonics workshop and reading workshops in the autumn term. Provide SATs support sessions in the spring term.</li> <li>○ Ensure that the parent liaison staff member checks attendance after any information sessions and makes follow-up phone calls to support the parents.</li> <li>○ Improve pupil attendance through communicating with parents and reinforcing the value of a consistent education to pupils' progress.</li> <li>○ Promptly access wellbeing interventions through external sources.</li> <li>○ Maximise positive teacher contact both in person and through Marvellous Me.</li> <li>○ Ensure that every parent has a termly consultation appointment.</li> <li>○ Reinforce Killigrew values at school and at home through regular communication.</li> <li>○ Personally invite parents to whole school events.</li> </ul>
<p>3. <i>The progress outcomes of children with PP status coupled with additional need will be at least in line with their peers.</i></p>	<ul style="list-style-type: none"> <li>○ Track the children's progress at least termly using books to measure progress. Books and learning journals will show sustained progress over time.</li> <li>○ Differentiate pupil work for pupils to enable maximum progress. Teach the same learning objective but with appropriate scaffolds.</li> <li>○ Assess which pupils need additional targeted support. Continuously evaluate the impact of interventions.</li> <li>○ Conduct half-termly progress discussion with teachers to assess progress outcomes and challenge slower progress. Plan prompt and effective intervention.</li> <li>○ Within small group writing interventions, use The Write Stuff to maximise progress. Personalise the learning to the needs of the group.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Allocate additional leadership time (one day weekly) to focus on SEN progress and attainment (when coupled with PP status).</li> <li>○ Enhance teaching and learning through high quality professional development (Teacher Learning Communities within the Embedding Formative Assessment course).</li> </ul>
<p><b>4. Poor vocabulary acquisition and spoken language skills</b></p> <p><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"> <li>○ Use The Write Stuff scheme to prioritise the building of contextually appropriate language and an understanding of authorial intent. Monitor the progress of eligible pupils at least termly.</li> <li>○ Track the frequency of pupil reading through a weekly reading log. Promptly engage the parent liaison staff member to work with the parents to improve the quality and quantity of reading at home.</li> <li>○ Use Wellcomm in the first half term to promptly assesses and identify gaps in children’s language and understanding. Plan to close these gaps swiftly through targeted intervention.</li> <li>○ Ensure that teacher planning in all subjects maximises the breadth (vocabulary amount) and depth (understanding and use) of language development.</li> <li>○ Teach pupils how to understand and appreciate the viewpoints of others through promoting excellent talking partner work.</li> <li>○ Introduce the ‘word of the week’ to increase interest and engagement in new language.</li> <li>○ Utilise learning from the NPQLL (National Professional Qualification in Leading Literacy) qualification to improve the quality of language used by eligible pupils in their writing, while reading and their oral communication.</li> </ul>
<p><b>5. Pupil resilience</b></p> <p><i>Disadvantaged children will take responsibility for their own learning through peer and self-review techniques.</i></p>	<ul style="list-style-type: none"> <li>○ Embed the use of formative assessment strategies in school through continuing a two-year professional development programme (Embedding Formative Assessment - EFA).</li> <li>○ Focus particularly on two key objectives: activating students as learning resources for one another and activating students as owners of their own learning.</li> <li>○ Establish Teacher Learning communities to improve teaching and empower teachers to trial and refine formative assessment strategies.</li> <li>○ Encourage imagination, creativity, and self-ownership in pupils’ learning by offering open-ended tasks and child-led learning.</li> <li>○ Particularly promote the Killigrew learning powers of ‘resilience and responsibility’ through assemblies, in newsletters and through Marvellous Me.</li> <li>○ Maximise self and peer assessment opportunities which support critical reflection using the strategies learned in the EFA course.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Use the editing aspect of The Write Stuff course to teach the pupils how to be responsible for their own work, and the work of others.</li> <li>○ Utilise learning from the NPQLBC (National Professional Qualification in Leading Behaviour and Culture) qualification to embed a culture of resilience and self-belief.</li> </ul>
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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.

### Teaching (CPD, recruitment and retention)

Budgeted cost: £ 27,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching capacity in LKS2 and UKS2.</i>	Historically, exit data shows that additional teaching capacity promotes accelerated progress in all core subjects, particularly for disadvantaged children.	3
<i>Lead Practitioner work to improve teaching.</i>	The Best Practice Network’s NPQLTD 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.	3
<i>Lead Practitioner work to enhance the behaviour and the culture in school.</i>	The Best Practice Network’s NPQLBC is focused on ensuring that a skilled practitioner can support pupils to thrive and progress in a positive and encouraging school environment driven by model behaviour and a consistent approach to rules and rewards.	5
<i>Lead Practitioner work to develop literacy in school, with a particular focus on language acquisition and use.</i>	The NPQLL is managed in partnership with UCL and uses the latest evidence to ensure that practitioners develop the knowledge, skills and expertise to lead effective approaches to developing literacy. For Killigrew, the ‘in-school’ formative tasks will be focussed on developing language.	4
<i>Lead Practitioner work to enhance best practice around child development, particularly focused on children with additional and specialist educational needs.</i>	The Best Practice Network’s NPQEYL in partnership with Teach First, supports a leader to sustain the school’s strategic direction and align staff in our school’s mission. In this case, this will be to close any gaps between eligible and non-eligible children’s attainment, their social and emotional wellbeing and their	3

	communication & language skills from the moment they enter our Early Years setting.	
<i>Professional development – The Write Stuff</i>	The Write Stuff is a writing scheme created by Jane Considine that will sharpen the teaching of writing. It is research informed and practically applies evidence into improving writing outcomes. Its focus on language building makes it particularly useful for closing this gap.	4
<i>Professional development Embedding Formative Assessment</i>	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. Teachers felt the Teacher Learning Communities (TLCs) improved their teaching practice by allowing valuable dialogue between teachers. Our focus will be two key objectives: activating students as learning resources for one another and activating students as owners of their own learning.	3,4,5
<i>Wellcomm Early Years</i>	Oral Language Interventions (EEF) have an average impact of +5 months progress with an extensive evidence base.	4
<i>Planning, teaching and evaluating a broad and balanced curriculum aimed at building cultural capital</i>	The literature from the British Educational Research Association references four overarching themes linked to ensuring that the curriculum builds cultural capital: 1. Relearn the deeper language of curriculum through evaluating how our (vulnerable) pupils experience the curriculum. 2. Ensure that the curriculum is coherent and well-sequenced and knowledge rich. 3. Ensure that pupils can remember and internalise prior learning. 4. Promote a varied curriculum with many opportunities for enrichment.	1

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

Budgeted cost: £ 9239

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>One to one tutoring/ mentoring and reading programme</i>	In the last two academic years, 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.	2,3,4,5
<i>Early intervention within a programme of personalised</i>	The EEF report on the most effective use of teaching assistants notes that the effect of	2,3,4

support including 1-1 phonics support	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).	
A programme of TA training lead by subject leaders	The EEF report on the most effective use of teaching assistants notes that high quality support and training is crucial for success as the focus should be on retaining access to high-quality teaching. Thus, TAs are included in staff training for whole school initiatives and receive training sessions every four weeks on phonics, reading, writing and maths.	3

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

Budgeted cost: £ 4459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and administration	The Education Endowment Foundation's (2022) paper on <i>Attendance Interventions, Rapid Evidence Assessment</i> suggests that positive impacts were found for both parental communication approaches and targeted parental engagement interventions. Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school. Through our parent liaison staff member we will increase awareness of the consequences of absenteeism, have discussions with parents to gain information about the reasons for low attendance and collaboratively plan to support pupils and their families to overcome attendance barriers.	2
Wellbeing Quality Mark	The HfL Wellbeing Quality Mark is a rigorous and successful school improvement programme. This award framework is maintained in line with Ofsted expectations, curriculum 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.	5

**Total budgeted cost: £ 41,392**

## 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.

### Part B:

1. Review of outcomes and the impact that our pupil premium activity had on pupils in the 2021-2022 academic year
2. Review of the spend within the 2021-2022 academic year (including all the funding detailed below)

Detail	Amount (based on 29 pupils)
Pupil premium funding allocation 2021-2022	£40,350
Recovery premium funding allocation 2021-2022	£4350
Pupil premium funding carried forward from 2020-2021	£3370
<b>Total budget for this academic year</b>	<b>£53090</b>

<b>Teaching (CPD, recruitment and retention)</b>	Budgeted cost: £36,222
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Activity	Outcome & Evaluation	Spend
<i>Deliver a high-quality curriculum with a clear intent, effective implementation, and regular evaluation.</i>	<p>Our curriculum has been reviewed and evaluated by subject leaders with three key outcomes in mind:</p> <ol style="list-style-type: none"> <li>1. To plan review and refresh weeks at the start of the school year (to enhance and consolidate any missed learning from COVID related absence)</li> <li>2. To ensure that teaching in all subjects enhances cultural capital.</li> <li>3. To maximise learning linked to our school drivers (particularly important for pupils eligible for PP funding).</li> </ol> <p>HIP deep dives, book scrutiny and lesson observations indicate that the curriculum is planned well across all subjects with a clear rationale. Monitoring of the implementation suggests that most pupils are achieving well from their starting point, including eligible pupils. Evaluation is planned at least yearly.</p>	<b>£11,644</b>
<i>Trips integrated into curriculum planning &amp; school trips, workshops and visits are subsidised to enable eligible pupils to receive an enriched curriculum experience</i>	A summary of activities planned for each year group shows that pupils have received good curriculum enrichment (supplementary document available).	<b>£759</b>
<i>Additional teaching capacity in UKS2</i>	The inclusion of an additional skilled English practitioner from the summer term in Year 5 leading into Year 6 & additional maths support teaching for the autumn term in Year 6 has improved progress outcomes for disadvantaged children particularly in reading and maths.	<b>£12,340</b>
<i>Lead Practitioner work to improve teaching</i>	Lead practitioner support for teaching in the autumn term and summer terms, guided by strategies from the NPQLTD has improved standards of teaching and learning for all children,	<b>£6,622</b>



	but has been particularly important for vulnerable children, as evidenced by lesson observations and book scrutiny.	
Professional development Embedding Formative Assessment	Teacher Learning Communities are established, and regular professional development (four weekly) has improved the quality of formative assessment in all classes. Peer observations focus on the engagement and learning of children eligible for PP funding.	£1,557
Professional development Improving Literacy KS1/KS2 (EEF) NELI & Wellcomm Early Years	Due to COVID related pressures on staff workload, the <i>Improving Literacy KS1/KS2 (EEF)</i> course will be rolled over to the 2022 – 2023 academic year.  NELI has been fully implemented with good outcomes (supplementary document available). For the eligible child, there is a particular improvement in listening comprehension. All Reception staff are fully trained, and the NELI outcomes have been used to support accurate data entry for C&L.	£2100
Enhanced induction and mentoring for new teaching staff	Providing a weeklong enhanced induction to two new ECTs meant that they focused on the most vulnerable children during their teaching observations. They met with the children early and started to build a good relationship with them. ECTs looked at the work of the pupils eligible for PP funding and planned to support them immediately in the new school year. This led to improved progress outcomes in the autumn term.	£1200
<b>Total Spend</b>		<b>£36,222</b>

<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	Budgeted cost: £11,139
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Activity	Outcome & Evaluation	Spend
Fresh Start	For this academic year, Fresh Start was not appropriate for pupils eligible for PP funding.	£0
One to one tutoring/ mentoring programme	Four teaching assistants were trained to deliver school led tutoring. In addition to this, they have used the strategies from their training to improve the quality of all intervention work with pupils. This is evidenced by formative assessment information and intervention observations.  Pastoral mentoring delivered by teachers, the SENCO, members of the leadership team and the wellbeing lead teacher meant that pupils who were finding it more difficult to settle into the school day were supported (when needed) with their emotional and social needs.	£3806
Early intervention within a programme of personalised support including 1-1 phonics support	A regularly evaluated programme of catch-up interventions has improved outcomes for disadvantaged children as evidenced within book scrutiny, key stage exit data outcomes, phonics screening and the multiplication check.	£2470

	<p>From Reception to Year 6 a growing % of eligible children are on track for progress from their key stage exit point:</p> <p>Reading 88%</p> <p>Writing 72%</p> <p>Maths 78%</p> <p>Several eligible children who joined the school late (mid-term admissions) have not made expected progress and this is reflected in these percentages (particularly in writing).</p>	
<i>Train teaching assistants to use Resource Web most effectively</i>	INSET provided for teaching assistants has supported them to use more interesting and engaging materials for their intervention groups. These materials link securely to topics that are being taught in class to aid the application of taught learning.	<b>£1,063</b>
<i>A high-quality curriculum with progression grids from Nursery to Year 6</i>	<p>Teachers use the progression grids for planning and assessment. From book scrutiny outcomes, this has ensured that challenge has remained high for disadvantaged pupils (as directed by their individual starting points) and progress within subjects has been maximised.</p> <p>Consistent curriculum evaluation meant that subjects like French, music and English have been adjusted to further promote our school drivers. Particularly important for disadvantaged pupils is the enhancement of the English curriculum to strengthen the teaching of language.</p>	<b>£3,800</b>
<b>Total</b>		<b>£11,139</b>

<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	Budgeted cost: £4117
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<b>Activity</b>	<b>Outcome &amp; Evaluation</b>	<b>Spend</b>
<p><i>Attendance monitoring and administration</i></p> <p><i>Promote child and parent attendance at extra- curricular clubs and events.</i></p> <p><i>Offer additional support to children at home.</i></p>	<p>The head teacher has monitored the attendance of disadvantaged children with precision and promptly communicated and met with individual parents.</p> <p>Due to COVID related restrictions, on site parent attendance was restricted for two terms. However, the attendance of eligible children for clubs and extracurricular events has been maximised (full events list available).</p>	<b>£2,190</b>
<i>Wellbeing Quality Mark</i>	Individual eligible children and/or their parents received small group or one-to-one SEMH support.	<b>£873</b>
<i>Promoting eligible children's attendance at residential school journey to support emotional wellbeing</i>	All eligible children who wanted to attend school journey had their trip subsidised with paid board and lodgings. School journey taught the children a range of diverse and exciting activities like practical bushcraft skills and shelter building. Outdoor educational adventures like abseiling, climbing, archery and team games improved pupils' confidence and encouraged pupils to work together.	<b>£1054</b>
		<b>£4117</b>

<b>TOTAL SPEND 2021-2022</b>	<b>£51478</b>
<b>Carry forward to 2022-2023</b>	<b>£1612</b>
*Due to Fresh Start not being needed as an intervention and a delay in introducing Improving Literacy KS1/KS2 (EEF) course	

### 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
Embedding Formative Assessment	SSAT (the schools, students and teachers network)
Resource Web	Nicholas Roberts
Nuffield Early Language Intervention	Nuffield
The Write Stuff	Jane Considine