

Pupil premium strategy statement



This statement details Kingswear Primary'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	Kingswear Primary
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021,2022,2023
Date this statement was published	12/2021
Date on which it will be reviewed	12/2022
Statement authorised by	Paul Girardot
Pupil premium lead	Sarah Lord
Link Governor	Clare King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,415
Recovery premium funding allocation this academic year	£ 2,000
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	£ 12,415

Part A: Pupil premium strategy plan

Statement of intent

- At Kingswear Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential to 'learn, adventure, succeed'.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Kingswear, we are determined to provide the support and guidance they need to help them overcome these barriers, whether this be academic or social and emotional barriers.
- In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challeng enumber	Detail of challenge
1	Some children have gaps and misconceptions and find it difficult to retain/recall prior knowledge, partly affected through COVID.
2	Pupils and their families face challenges in social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Variable attendance rates of PP/disadvantaged pupils, often impacted by mental health issues.

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
<p>Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.</p>	<ul style="list-style-type: none"> - EH Co-ordinator, SENDCo and Headteacher identify and support families and children and work to alleviate barriers to learning. - Early help opens avenues to external support for key families. - Identified children are provided with SEMH interventions, breakfast club, after school club and Lego Therapy sessions. - The Wellbeing Award in Schools provides a framework for supporting SEMH needs of pupils and families. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. - Case studies illustrate impact.
<p>Disadvantaged pupils make accelerated progress to ensure there is no attainment gap and that pupils meet or exceed their targets. Where progress is not as expected, SEND plans are in place and the graduated response is followed to provide appropriate and timely support.</p>	<ul style="list-style-type: none"> - End of summer 2022 and 2023 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes. - SEND support plans detail support given and outcomes achieved.

<p>To ensure pupils who have 'fallen behind' receive targeted high-quality intervention to support access to the curriculum.</p>	<ul style="list-style-type: none"> - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. - Individual progress is detailed on SEND plans.
<p>Pupils have a wide breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.</p>	<ul style="list-style-type: none"> - Kingswear/ ESW curriculum will provide pupils with exciting, varied and knowledge-rich learning opportunities. - A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure. A system to encourage regular reading is in place in school, with additional adult support in place for those who read less at home. Pupil reading records will evidence this. - Pupil questionnaires/ pupil conferencing will show that pupils know and remember more and that they enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers will plan and deliver all elements of the enhanced curriculum offer, targeting disadvantaged pupils opportunities. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Participation in these will evidence success.

<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Administrator/ Head of school brings about an increase in PP pupils' attendance and a decrease in persistent absence.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Executive head teacher to work with staff to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>Exec Head/ senior leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://files.eric.ed.gov/fulltext/ED591448.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1/3</p>
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p> <p>Staff to access CPD relating to developing relational policy and practice in classrooms.</p>	<p>High quality teaching and learning:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>https://www.babcockldp.co.uk/in</p>	<p>1/3</p>

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/3 tuition to be carried out by experienced teachers (via the National Tutoring Programme) outside the school day.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Targeted in class support for pupils to access the high quality curriculum – identified children to have increased small group/1:1 support.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH/nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions.	https://www.nurtureuk.org/reports/the-eeef-toolkit-and-nurture-groups/	2/3

<ul style="list-style-type: none"> - EH co-ordinator / SENCo and Head of school identify and support families and children and work to alleviate barriers to learning. - Early Help training provided for staff to be able to support families. 	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term	2
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>Pupil premium to be used to ensure cost is not a barrier to participation in educational visits and visitor experiences.</p>	<p>Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	3
<ul style="list-style-type: none"> - Head of school to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance. 	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	4
<ul style="list-style-type: none"> - Financial support provided for pupils to attend visits and residentials - Free attendance for morning and after school clubs 	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	3/4

Total budgeted cost: £15, 500

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.

In the Academic Year 2020-21, the school invested in the Wellbeing Award in Schools to develop a framework for supporting the mental health and wellbeing of all pupils, but particularly the vulnerable pupil premium cohort. Pupil and parent surveys before beginning work on the award in September 2020, and at the end of the academic year in July 2021 indicate pupils felt safer at school, listened to and more able to learn.

A CBT programme for children (We eat elephants) from Live Life to the Full was purchased for use with all children in the classrooms with follow up work for PP children and those demonstrating high anxiety. Consequently, all PP children were able to continue attending school throughout the year, and the target group reported lower levels of anxiety.

During the national lockdown in the Spring term and a 2-week school closure in Autumn 2020, all pupil premium children attended school and received targeted support. This ensured that significant gaps in learning did not emerge.

PASS surveys were purchased to identify issues regarding pupil attitudes – these highlighted low confidence in ability to learn and were addressed with pupil input, making our rewards policy more tangible so that children are aware when they have achieved well.

After-school tuition was purchased from the company Coachbright for PP children. The delivery of this programme was inconsistent due to the use of unpaid students and their inability to deliver all sessions face-to-face. These issues were identified by leadership and a different approach using known staff will be taken this year.

As a consequence of investment in phonics training and Accelerated Reader, all pupils Y1 enrolled at the school last year achieved the pass mark for the phonics screening check. One child who joined in September did not pass and has been targeted for additional support.

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
Accelerated Reader	Renlearn
We Eat Elephants	Live Life to the Full

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: 0 service children last year

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had no service children.