

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	Kettlefields Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alicia Gadsby
Pupil premium lead	Alicia Gadsby
Governor / Trustee lead	Diane Kingdon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Recovery premium funding allocation this academic year	£0
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 (2024: PP £1480, LAC £2570, Service £340)	£22,200

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that pupils at Kettlefields will make good progress across the curriculum, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their individual identified needs including School Led Tutoring.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for them. Rigorous assessment and monitoring ensures pupils gaps are identified swiftly and appropriate interventions are put in place.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Kettlefields.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and well-being data suggest outcomes and progress of the pupils are affected by their home life.
2	Well-being data, parent, staff and pupil voice suggest that post pandemic there has been an increase in numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health, this is more prevalent in pupil premium children.
3	Pupil voice often indicates that pupil premium children have had limited life experiences and opportunities to join in enrichment activities.
4	Baseline assessments indicate that the starting point of pupil premium children is often significantly lower than their peers.
5	Parental support with home learning can be inconsistent

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mental maths for PP pupils
Pupils access a wide range of interventions to meet their needs including school led tutoring.	Assessments and observations indicate that PP pupils make expected progress or exceed their targets set in R,W,M.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate that PP pupils have significantly improved language skills.
A close working relationship is built by Kettlefields to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
PP attendance remains good.	Attendance of PP pupils remains good and in-line with non PP.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Including the use of the Opening Worlds humanities curriculum to advance language acquisition.</p> <p>We will fund ongoing teacher/TA training and release time.</p> <p>Engaging with the National Tutoring program to provide a blend of tuition, mentoring and school-led tutoring for</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

pupils whose education has been most impacted by the pandemic.		
--	--	--

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

Budgeted cost: £ 7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads / HT Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. 	1,2
Purchase web based programs to be used in school at home. <ul style="list-style-type: none"> Rhino Readers Doodle English, Spell, Maths and tables package 	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. EEF - Homework	1,2,5
<ul style="list-style-type: none"> TAs delivers interventions to pupils identified as in need. <ul style="list-style-type: none"> Several bespoke and off the shelf interventions available depending on need. 	<ul style="list-style-type: none"> EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> High quality small group interventions Specialist therapists Specialists lead CPD sessions and clinics with individual pupils and staff. Proven interventions are used, with evidence supporting the development in 	1,2,4

(E.g Success@arithmetic, First class @ number and numbersense) <ul style="list-style-type: none"> • Early morning booster • FFT reading assessment • Lightening Squad (FFT) • Play therapy • Volunteer readers 	social skills, speech and language, behaviour and mental health. <ul style="list-style-type: none"> • EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	
---	--	--

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of maintaining our school ethos and continuing to improve behaviour across school. Cambridgeshire Therapeutic Thinking Training 2024	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Well-being Award for Schools 2020 and 2024	Meeting pupils well-being needs ensures they are ready for learning.	1, 2, 5
<ul style="list-style-type: none"> • Regular communication with families • Proactive in seeking additional support for families such as EHA • Parent 1:1 meetings with new reception • Signposting for support 	Parent surveys Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention. HT/SENCo builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.	5

<ul style="list-style-type: none"> HT attends TAF, CIN, CP meetings 	EEF toolkit– Parental engagement	
<ul style="list-style-type: none"> Attendance officer phones families at 9am if pupil not in school and offers support. pupils below 96% are identified and protocols followed. 	<p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	1,4
<ul style="list-style-type: none"> Cultural capital experiences promoted in the curriculum. Music lessons and sports clubs funded Essential experiences built into Kettlefields curriculum Reduction in cost of trips for PP Residential trip cost is greatly reduced for PP Sports events promoted to PP are encouraged to attend Outdoor learning encouraged Forest school 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	3

Total budgeted cost: £ 22,200

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 2023 to 2024 academic year.

Targeted support:

- Regular practical support for children with complex emotional needs.
- Space and time to talk with a trusted adult.
- Monitor attendance carefully of PP children, making contact with parents and agencies as and when required.
- Reading with an adult where required to ensure children have access to a range of reading materials and can improve their reading skills.
- Selected PP children invited to attend Breakfast club every day in order to have a good breakfast to start the day and to read with an adult every morning before school. Focussed Intervention groups several times per week to support children with specific needs in reading, writing and maths, working in class in small groups as appropriate - Teacher/TA/HLTA time and resources.
- CPD for Staff eg Mental Health and wellbeing

Target pupils are less anxious and able to manage their concerns, so that they can learn well at school. They have a toolkit they can use to help them. The impact of interventions is discussed termly with SLT at Pupil Progress meetings.

Attainment and Progress 2023/24 from end Autumn 1 to end Summer 1

(4 half terms, therefore expected steps progress would be 4 steps)

9 PP children	% ARE	% Above	Average progress	% expected progress/above
Reading	66%	11%	5.1 steps	100% / 66%
Writing	44%	11%	5.1 steps	89% / 78%
Maths	33%	11%	4.3 steps	89% / 22%

Reading up from 44% last year.

*Year 1-6, not including reception

Hardship Funding to support families with need for financial support:

- All trip letters include the offer of financial assistance.
- Funded breakfast and after school club spaces are available to pupil premium children who need them.
- Opt out system for sports clubs and music tuition
- Residential heavily subsidised

PP pupils receive the same opportunities as those not in receipt of PP, allowing for high expectations. PP children attending breakfast and after school clubs allow

additional support with reading, homework and ensure children have been fed at either end of the day.