

Pupil premium strategy statement – Kestrel Mead Primary Academy.

This statement details our school’s use of pupil premium (and recovery premium) 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	Kestrel Mead Primary Academy
Number of pupils in school	804
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 The aims cover 3 years but we have focused on funding overview for one.
Date this statement was published	November 2023
Date on which it will be reviewed	Termly and July 2024 for 2023/2024 funding overview
Statement authorised by	Zoe Simpson (Principal)
Pupil premium lead	Ellie Newnham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,704.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium 2023-2024	£22,345.00
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	£272,049.00

Part A: Pupil premium strategy plan

Statement of intent –

At Kestrel Mead we recognise that attainment is key for social mobility. We prioritise quality first teaching and a curriculum with high cultural capital in order to narrow the disadvantaged gap. In addition to this, the offer for disadvantaged pupils encompasses curriculum and enrichment alongside removing additional barriers to learning whether these relate to social, emotional or academic.

Additional support from experienced teachers is provided for all year groups to ensure quality first teaching is strong. Our monitoring and evaluation timeline enables school leaders to review teaching and learning and to ensure there is a consistently strong teaching and learning offer.

Additional barriers to learning are addressed through our pastoral offer. Pupils access small group sessions and 1:1 sessions completed by our Family Support Manager and Pastoral staff.

Families who are facing hardship or who are unable to access funding can access additional financial support through the school's hardship fund. This may include school provision of school uniform, food parcels or support with benefits and housing applications.

Enrichment opportunities are accessible to all: we subsidise educational trips and visits for all year groups and residential for Year 6 to ensure all pupils access high cultural capital offer.

Challenges

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

Challenge number	Detail of challenge
1	Very low opportunities for enrichment outside of school impacting on children's experience and vocabulary. Many pupils have limited access to opportunities for enrichment outside of school, impacting on their cultural capital
2	The attainment and progress gap between disadvantaged pupils and non-disadvantaged pupils has not reduced; becoming more evident in the wake of the pandemic.
3	As a large, split site school we have a large number of staff in the early stages of their career: 10 teachers out of 32 classroom teachers.
4	Attendance- attendance rates have not returned to school's pre-pandemic rates: persistent absence has been above national.
5	Families are facing challenging circumstances in the community, domestic abuse and housing are key local priorities in our safeguarding context.

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
	<ul style="list-style-type: none"> Success criteria

Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> All disadvantaged pupils attend all external trips. At least 60% of disadvantaged children attend -the year 6 residential. All disadvantaged pupils access in school enrichment opportunities provided through visitors into school.
The attainment gap between disadvantaged and non disadvantaged pupils is reduced.	<ul style="list-style-type: none"> End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged will have narrowed since July 2021 (put this as this was when the initial plan started) M&E shows that disadvantaged pupils are making good progress compared to that of non disadvantaged pupils.
All leaders will have a secure knowledge of the strength of teaching and learning in their phase.	<ul style="list-style-type: none"> Monitoring and evaluation will show there is a consistently strong teaching and learning offer in all year groups. Any support given will be timely and further monitoring will show the impact of this.
Attendance of Disadvantaged pupils will have improved.	<ul style="list-style-type: none"> Attendance gap between disadvantaged and non-disadvantaged will reduce. Overall attendance will rise for disadvantaged pupils to be inline with national expectations
Families access the support they need to reduce barriers to learning.	<ul style="list-style-type: none"> Families will engage with school-based Family Support Worker and Pastoral workers leading to a reduction in social care intervention.

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)

Total Budgeted Cost: £97,999.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release experienced teachers who are also school leaders to provided teaching and learning support for all year groups in PPA sessions	<p>Tiered approach research from EEF consider: <i>is there a logical and well sequenced plan to sustain high quality teaching</i> <i>Having the highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Prior attainment should not set limits on our ambitions for pupils. (Durrington Research)</i></p> <p><i>A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care. (Durrington Research)</i></p> <p><i>Avoiding 'over intervention' and recognise the importance of curriculum equity.</i></p>	2, 3

<p>Release for leaders to complete a clear monitoring and evaluation timeline is completed by all leaders, enabling them to support high quality teaching and learning.</p>	<p>EEF: <i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p>Tiered approach research: ensure that school staff are sufficiently skilled in approaches such as assessment. <i>Effective strategies give teachers and support staff the capacity, knowledge, expertise and support disadvantaged pupils to experience success in challenging learning over time. Addressing disadvantage is not about big, one off interventions. Every interaction matters, the quality of what we do is critical.</i></p>	<p>2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Total budgeted cost: £32,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted deployment of TA resources to provide academic support across all year groups.</p>	<p><i>EEF Toolkit identifies:</i> Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching assistants can provide a large positive impact on learner outcomes.</p>	<p>2</p>
<p>NTP TAs will run catch sessions after school through the National Tutoring Programme to reduce the attainment gap.</p>	<p><i>EEF Key Findings Individualised instruction: individualised instruction can be an effective approach to increasing pupil attainment.</i></p>	<p>2</p>

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

Total budgeted cost £144,535.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully funded family support manager, running 1:1 or small group interventions targeted as per the needs of the children. Additional therapeutic and change of face support for those most in need. Focused work for families in need.</p>	<p>Targeted approaches to Social, Emotional learning have a positive impact on progress. (EEF). EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk</p> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>2, 4, 5</p>
<p>Funding of enrichment opportunities, trips, visits or workshops</p>	<p>Children from low income households more than 4x more likely to miss out on social interactions. (University of Leeds 2018)</p>	<p>1, 2</p>

PUPIL PREMIUM STRATEGY STATEMENT

<p>Pastoral Support Workers fully funded reducing barriers to learning and improving attendance.</p>	<p>Targeted approaches to Social, Emotional learning have a positive impact on progress. (EEF). EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Working together to improve school attendance (publishing.service.gov.uk) identifies schools should build a positive relationship between home and school that can be the foundation of good attendance</p>	<p>4, 5</p>
<p>Rewards and incentives to raise pupil attendance, reducing the gap between the attendance of disadvantaged pupils and non disadvantaged pupils</p>	<p>Working together to improve school attendance (publishing.service.gov.uk) Dfe Working together to improve school attendance: <i>'recognise the important of attendance and promote it through school ethos.'</i> ALL PUPILS Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)</p>	<p>4</p>
<p>Creation of a hardship fund, providing access for all families for additional school uniform, access to additional food through school's food bank.</p>	<p>IDACI decile for school's two postcodes are indicate high levels of deprivation in the school's local area. However, this is not supported by the 24% of children accessing pupil premium funding.</p>	<p>4,5</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge: Enrichment.

As a result of subsidised trips there were no financial barriers which prevented children from attending the trips- all disadvantaged pupils accessed all trip taking place within the school. Access to these enrichment opportunities further enhanced the curriculum work being completed in school further supporting disadvantaged pupils' cultural capital.

The year 6 residential was attended by 67% of disadvantaged pupils- indicating an increase on last year. Additional support for applications and advice throughout year 5 lead to this increase.

Challenge: Pupil Outcomes

End of Key Stage 2 Pupil outcomes for all pupils are:

	School	National Not currently available for DA pupils
Reading	76% 64% DA PUPILS	73%
Writing	77% 77% DA PUPILS	71%
Maths	83% 77% DA PUPILS	73%
Grammar, Punctuation and Spelling	81% 77% DA PUPILS	72%
Reading, Writing, Maths Combined	68% 50% DA PUPILS	59%

End of Key Stage 2 outcomes indicate that attainment outcomes for disadvantaged pupils are improving towards their peers in writing, GAPS. The reading outcomes for disadvantaged pupils are not yet showing improvement, this is also leading to a lower outcomes in the combined measure of reading, writing and maths.

As a result of the consistent offer for all ECTS all 7 ECTS were successful in the academic year 2022-2023. Two ECTS completed their second year successfully, final reports showed that both teachers had a strong evidence base for the teaching standards.

Internal tracking of class level data showed that all pupils in classes taught by ECTS made at least expected progress in reading, writing and maths.

The impact of support for teaching and learning was evident in pupils outcomes: 68% of disadvantaged pupils made at least expected progress in reading; at least 71% of disadvantaged pupils made expected progress in writing and at least 80% of disadvantaged pupils made at least expected progress in maths

Challenge: Attendance.

By providing additional support for disadvantaged pupils through the work of the attendance manager; attendance incentives and rewards and pastoral support for the academic year 2022-2023 increased from 91% to 90% for disadvantaged pupils.

Challenge: Social and Emotional Support.

For the 22-23 academic year 75 families received family support through the family support manager, in comparison to 30 families the previous year. Highlighting the strength of the pastoral offer for families.