



# Kemsley Primary Academy - Pupil Premium Strategy Statement 2024/25

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	Kemsley Primary Academy
Number of pupils in school	206 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Scott Edwards
Pupil premium lead	Iris Homer
Governor / Trustee lead	Mike Dendor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b><u>£108,040</u></b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b><u>£108, 040</u></b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our principles of fund allocation:

- Our curriculum intent and teaching pedagogy is designed to break down our children's barriers and ensure that we meet the needs of all children. We strongly believe that every child deserves the very best education and we are highly passionate for all of our children to meet their potential. As a result, we carefully allocate pupil premium funding to make sure all children have their needs met.
- We ensure that appropriate provision is made for every child, especially all vulnerable groups, and that socially disadvantaged children have their needs adequately assessed and met, both academically and pastorally.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We are aware that there are a growing number of families who could be classed as 'just about managing' who are not in receipt of pupil premium. We consider this group to be possibly disadvantaged.
- We carefully and robustly track how well Pupil premium pupils are achieving as a group, ensuring no child is left behind.

### The ultimate objectives for our disadvantaged pupils are:

- To achieve attainment in line with non-disadvantaged pupils.
- To, where necessary, make accelerated progress.
- To develop disadvantaged pupils' cultural capital.
- To ensure all stakeholders including disadvantaged pupils have high expectations of disadvantaged pupils
- To develop strategies for managing wellbeing and lead healthy lifestyles

### Our current pupil premium strategy plan work towards achieving the objectives by:

- Funding school uniform
- Helping to fund 11b411 experiences
- Funding educational workshops, school trips and travel
- Funding interventions and specialist support
- Funding additional hours for targeted support
- Funding for additional resources including electronic subscriptions

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills on entry to school delays development of oracy, reading and writing and is linked to poor vocabulary development.
2	Low levels of aspiration which children and their families have for themselves to achieve and progress at the highest levels.
3	Limited access to opportunities and experiences that enable the development of cultural capital.
4	Pupil premium attendance rates are below national average and below non-pupil premium in school attendance.

## 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
To ensure that all pupils, no matter their starting point, develop strong oracy, reading and writing skills so that they achieve in line with their peers and in line with national figures.	<ul style="list-style-type: none"> <li>To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils, particularly those achieving Greater Depth in: KS2 Reading, KS2 Combined and all aspects of KS1.</li> <li>Levels of attainment in reading, writing and communication at the end of Reception are at least in line with other areas of the Early Years profile</li> <li>Phonics screening levels at year 1 evidence that pupil premium children are attaining at least in line with national averages and internal differences are eradicated.</li> <li>Pupil attainment at expected and greater depth levels in reading and writing (end KS1 and end KS2) for pupil premium children is at least in line with national figures and internal school differentials are eradicated.</li> </ul>
To inspire a generation to ensure that adults and children have high levels of aspiration for themselves so that they achieve and progress at the highest levels.	<ul style="list-style-type: none"> <li>There are enhanced levels of Wellbeing and Involvement (as defined by five-point scale) amongst all groups of children.</li> <li>Specific and targeted wellbeing and aspiration programmes are in place that are effectively implemented by trained staff when children's own assessment of their mental status indicates a problem.</li> <li>Children have an increased level of aspiration and levels of achievement at the highest levels increase across all groups.</li> </ul>

	<ul style="list-style-type: none"> <li>Community outreach programmes are well embedded ensuring that pupils and their families have a sense of connection to the school and actively participate in events that enhance their wellbeing and involvement and knowledge of how to self-manage aspects of this.</li> </ul>
To ensure that no child has limited access to opportunities and experiences that enable the development of cultural capital.	<ul style="list-style-type: none"> <li>All children will benefit from the 11b411 experiences throughout their time in Kemsley with little cost being transferred being met by parents.</li> <li>The school's defined approach to external visits will be established with all year groups going on 2 non-local trips per year and additional local trip/workshop.</li> </ul>
To ensure that pupil premium attendance rates are above the national average and inline with non pupil premium in school attendance.	<ul style="list-style-type: none"> <li>The differential in pupil attendance between pupil premium and non-pupil premium in school will have been eradicated</li> </ul>

### 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: £30,000**

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> Address gaps in learning by providing opportunities for knowledge to be acquired from the missed curriculum and identifying additional support.</p>	<p>-Adaptive Teaching Strategy – Lead Practitioner to attend training and disseminate knowledge and skills to rest of teaching team.</p> <p>-Develop an embedded culture of ADAPTIVE TEACHING.</p> <p>-Baseline all children to ascertain current ability and gaps in learning</p> <p>-Identify CPD needs and provide training for staff, especially with regards to White Rose Maths Curriculum, Little Wandle Phonics Curriculum and EYFS.</p> <p>-Assign subject leads and train staff to manage subject area, providing release time for them to monitor and provide support for their subject area with a particular focus on developing staff knowledge and supporting them in developing ADAPTIVE TEACHING within the subject.</p> <p>-PPM focus: Staff knowing the current attainment of PP children especially and devising plans to ensure accelerated progress is made where necessary.</p> <p>-Specific PP data analysis with headlines and actions created by core subject leaders and monitored as well to ensure impact. Alongside this, clear knowledge of the children who have potential to be targeted for GD.</p> <p>-SENDCo &amp; S&amp;L TA to monitoring PP against non-disadvantaged and identify Speech and language needs, particularly in KS1 and EYFS.</p> <p>-Phonics leader to analyse data and identify trends for PP and whole cohort, ensuring they are inline and arranging interventions for those who require them.</p> <p>-Research based pedagogical approach: Develop schema and working memory and reduce cognitive load through reactivations.</p> <p>-Architecture of curriculum built around 5-slide approach and developing Schema and Working Memory.</p>	<p>'PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION' (EEF)</p> <p>Teaching and Learning Toolkit (EEF):</p> <p><i>'Reading Comprehension Strategies'</i></p> <p><i>'Phonics'</i></p> <p><i>'Metacognition and Self-Regulation'</i></p> <p><i>'Collaborative Learning Approaches'</i></p>	<p><b>1 and 2</b></p>
<p><b>Priority 2</b> Enhanced vocabulary development for all children</p>	<p>-Ongoing development and focus upon ensuring that enriched vocabulary is an integral part of all lessons. (FIVE SLIDE APPROACH)</p> <p>-Embedding Talk4Writing will extend pupils' knowledge of vocabulary through collaborative learning and basing writing journey around a core text.</p> <p>-Introduction of new literacy spine, embedding phonics programme and revising reading curriculum.</p>	<p>Significant research has identified a large differential in the vocabulary of children from 'deprived' in comparison to those from more affluent homes. A poor vocabulary range</p>	<p><b>1, 2 and 3</b></p>

	<ul style="list-style-type: none"> <li>-Continue to focus upon the wider curriculum and use of high level foundation subject vocabulary will be integrated into weekly expectations.</li> <li>- Handwriting will focus upon enriched vocabulary and definitions to ensure targeted pre-teaching.</li> <li>-Targeted and swift support will be given as required.</li> <li>-Using communicate in print will be used consistently throughout all lessons – both on the FIVE SLIDE APPROACH to illustrate vocabulary, as well as on word mats, scaffolds and developmental marking as part of ADAPTIVE TEACHING.</li> </ul>	<p>can lead to a reluctance to read and a limited curriculum. Ensuring that vocabulary building is a key element of all lessons will ensure that all children have access to an enriched bank of words.</p>	
<p><b>Priority 3</b> Through high quality CPD develop teaching and learning further and increase staff retention.</p>	<ul style="list-style-type: none"> <li>-Teaching Assistant Training Courses</li> <li>- Release time for teaching team to visit other schools and attend CPD courses</li> <li>- Specialist Teaching Service Staff inset</li> <li>-EBSA Training (x2 members of staff)</li> <li>-ASD Training (provided by STLS)</li> <li>-Coaching Training</li> <li>-Release time for Lead Practitioner to mentor and coach teachers, team teach - teaching alongside them and modelling best practice.</li> <li>-Lead Practitioner introduced from Sept 2023, with release time (1 day a week).</li> <li>-Subject leaders attending Middle Leadership programme (REAch2)</li> <li>-SLT and Mentors - team teaching with teaching including mentoring and coaching ECTs.</li> </ul>	<p>'PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION' (EEF)</p> <p>Teaching and Learning Toolkit (EEF): <i>'Metacognition and Self-Regulation'</i></p> <p><i>'Collaborative Learning Approaches'</i></p>	<p><b>1, 2 and 3</b></p>
<p><b>Priority 4</b> To develop leadership across the school.</p>	<ul style="list-style-type: none"> <li>-Release time for subject leaders to attend CPD courses</li> <li>-Release time for subject leaders to attend subject conferences.</li> <li>-Release time for teachers to monitor their subject area.</li> <li>-Mentoring and coaching for subject leaders.</li> <li>-Introduction of Lead Practitioner - Sept 2023.</li> <li>-Middle leaders attend Middle Leadership course (REAch2) – Oct 2024.</li> <li>-Release time for Middle leaders to attend Middle Leadership course.</li> </ul>		<p><b>1, 2 and 3</b></p>

Address gaps in learning by providing opportunities for knowledge to be acquired from the missed curriculum and identifying additional support.

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

Budgeted cost: £ 33,000

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1:</b> Oral communication skills rapidly assessed and addressed for children in Nursery and onwards.</p>	<ul style="list-style-type: none"> <li>-Employment of speech therapist to assess children and provide specific programmes.</li> <li>-To purchase language assessment programmes to ensure language difficulties are accurately identified and interventions appropriately advised.</li> <li>-Monitoring of effectiveness of defined intervention programmes through records of individual progress.</li> <li>-Observation of the implementation of key S&amp;L targets by SENCo and visiting Speech and Language therapist.</li> <li>-Investment in Language Link</li> <li>-</li> </ul>	<p>Teaching and Learning Toolkit (EEF): <i>'Oral Language Interventions'</i> <i>'Individualised Instruction'</i></p> <p>Early identification of speech and language / communication issues provides the best possible opportunity for these issues to be diagnosed and addressed appropriately. If these barriers are removed rapidly, children are able to access all areas of the curriculum as early as possible.</p> <p>Research shows that poor communication in the early years can lead to poor vocabulary development, lower social interaction and difficulty in accessing learning.</p>	1
<p><b>Priority 2:</b> Language skills quickly assessed and addressed in children in Reception and onwards.</p>			
<p><b>Priority 3:</b> Increased levels of aspiration (and attainment) that all children have for themselves to achieve and progress at the highest levels</p>	<ul style="list-style-type: none"> <li>-Bottom 20% of readers in each class will be read with daily.</li> <li>- 1:1 and 2:1 adult support provided for pupils who require additional support above and beyond quality first teaching.</li> <li>-Teachers and TAs to lead school-led tutoring for groups of pupils in the morning with a focus on pupil with attendance/punctuality concerns and whom are PP or SEN.</li> <li>-TAs will spend afternoon sessions on focused work with those children who did not achieve core lesson objectives (with PP children as a priority) and provide focused interventions to address gaps. Records of children that receive the daily assigned intervention will be kept rigorously.</li> <li>-Analysis of the percentage of children that are able to independently attain the objective following the additional</li> </ul>	<p>Teaching and Learning Toolkit (EEF): <i>'Teaching Assistant Interventions'</i> <i>'Individualised Instruction'</i> <i>'Feedback'</i></p> <p>Focused intervention on a 1:1 basis has proven to be a highly effective method of accelerated progress within the school but rapid intervention and links to work carried out in class are the key factor to success (The EEF toolkit suggests targeted interventions matched to specific students can be effective, especially for older pupils)</p>	2

	<p>intervention will be scrutinised to ensure that the interventions are effective.</p> <ul style="list-style-type: none"><li>-Intervention record scrutinised weekly by SENCo.</li><li>-SENCo to monitor effectiveness of delivery of interventions.</li></ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,040

Measure	Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><b>Priority 1:</b> Ensure high level of wellbeing and involvement observed for all children with mental health being a key focus.</p>	<ul style="list-style-type: none"> <li>-Trained staff able to accurately observe wellbeing and involvement on a regular basis using the new Jigsaw Resilience Scale/Three Houses/5 point scale.</li> <li>-CPOMs data is collated and analysed on a daily basis by the DSL team ensuring that anomalies and flags are very quickly recognised and support programmes implemented.</li> <li>-PSHRE programme: Jigsaw – A mindfulness approach to PSHRE.</li> <li>-Sensory Garden designed by children to be built by Spring 2025.</li> <li>-Continued use and evaluation of Sensory room.</li> <li>-Zones of Regulation reviewed Sept 2024 (to teach children strategies to regulate their emotions).</li> <li>-Safe spaces created in all classrooms</li> <li>-Pastoral Care Interventions</li> <li>-Healthy Eating Parent Workshops - Caterlink</li> <li>-Healthy Eating Tuck Shop run by the School Council.</li> <li>-Intervention TA (x2 days a week) to support pupils' PSED development.</li> </ul>	<p>Teaching and Learning Toolkit (EEF): <i>'Social and Emotional Learning'</i> <i>'Individualised Instruction'</i></p> <p>Emotional wellbeing is an essential precursor to effective mind-sets for optimal learning. Previously, wellbeing intervention and support has taken place in the school as a reactive support rather than a proactive one. Analysis of the children supported by the pastoral team has highlighted that PP children are more likely to require emotional support. This approach will enable a more proactive approach for all children with a highlighted focus on those eligible for PP.</p> <p>Teaching and Learning Toolkit (EEF): <i>'Metacognition and Self-Regulation'</i></p>	2, 3 and 4
<p><b>Priority 2:</b> All children regardless of background, are able to experience a series of specified activities throughout the year.</p>	<ul style="list-style-type: none"> <li>-The school has a defined 11b411 Ambassador who plans the activities in line with the requirements set by the R2 academy trust.</li> <li>-11b411 programme reviewed and where possible links to school curriculum to ensure enrichment.</li> <li>-Activities are published to parents and a commitment made that these will be carried out as</li> </ul>	<p>Teaching and Learning Toolkit (EEF): <i>'Physical Activity'</i></p> <p>Cultural Capital is defined by Ofsted as being a key element to ensuring that children are well equipped for their future lives. Deprivation, and other social factors, can mean that this is not always well developed due to less</p>	3 and 4

	<p>promised without financial costs being passed to parents.</p> <ul style="list-style-type: none"> <li>-Extra-curricular clubs</li> <li>-Pupils will attend at least two school excursions a year (all trips for pupil premium children will be fully funded by the school, with the exception of PGL, where there will be a discounted cost).</li> </ul>	<p>opportunity to develop experiences outside the normal school day.</p>	
<p><b>Priority 3:</b> Attendance levels of pupil premium children will increase to be at least in line with national averages.</p>	<ul style="list-style-type: none"> <li>-Introduction of Family Liaison Officer (Sept 2023)</li> <li>-Family Liaison officer to lead 'Family Sessions'.</li> <li>-Targeted support prioritised for children in receipt of pupil premium.</li> <li>- Continued and heightened use of the Class Dojo app to alert parents to strong attendance and attendance patterns that cause concerns.</li> <li>-Attendance posters to be displayed throughout the school.</li> <li>-Using community café as hub of community.</li> <li>- Attendance rewards for children with varying levels of attendance (individual cases to be highlighted and tracked with small scale individual targets as required)</li> <li>-Pupil voice will be engaged at various points throughout the year to ascertain if the reward system is appropriate and the impact of the varying rewards (and their varying timescales).</li> <li>-Attendance Strategy Plan</li> </ul>	<p>Parental feedback has identified that Class Dojo is a preferred form of communication as it can be read at a time convenient to the receiver. The nature of the app means that messages are positive in nature Incentives for attendance have proven to have impact at the school over the last few years as overall attendance has grown and fewer in term holidays have been requested. However, it is recognised that focus discussions with vulnerable groups have not been undertaken and therefore the incentives may not be targeted appropriately.</p>	<p><b>4</b></p>
<p><b>Priority 4:</b> Development of a community hub within the school grounds, including planters.</p>	<ul style="list-style-type: none"> <li>--FLO introduced from Sept 2023 (x5 days a week) to develop working partnerships between parents and school &amp; provide outreach support through initiatives such as 'family sessions'.</li> <li>-A new role of Community outreach lead will be established to ensure that a structured and cohesive approach is in place.</li> <li>-Family Liaison officer to lead 'Family Sessions', 'Multi-family Group', 'Sunlight Project'.</li> <li>-Visitors will be invited into school to run parent workshops.</li> <li>-Community Police Officer to be linked to the school and be a visible presence – half-termly at gate with FLO.</li> </ul>	<p>Teaching and Learning Toolkit (EEF): <i>'Parental Engagement'</i></p> <p>For children's aspiration and wellbeing to increase, families need to be well supported and feel that the school is a hub for support and advice</p>	<p><b>2 and 4</b></p>

	-Governing body to be a greater visible presence across the school, attending key events such as Parents Evening / Celebration Assemblies.		
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**Total budgeted cost: £108,040**

**1. Teaching (for example, CPD, recruitment and retention)**

**Budgeted cost: £30,000**

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

**Budgeted cost: £33,000**

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

**Budgeted cost: £45,040**

## 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 2022 to 2023 academic year and **2023 to 2024 academic year**.

Aim	Outcome
<p><b>Progress in meeting Good Level of Development (GLD in Early Years)</b></p>	<p>44.4% of PP pupils achieved GLD in June 2023</p> <p><b>57.1% of PP pupils achieved GLD in June 2024</b></p>
<p><b>Progress in Reading, Writing and Maths combined</b></p>	<p>60% of PP pupils achieved EXP+ in Reading, Writing and Maths combined in KS2 SATs in July 2023</p> <p><b>61.5% of PP pupils achieved EXP+ in Reading, Writing and Maths combined in KS2 SATs in July 2024</b> (non-pupil premium 53.3%)</p> <p>3% of pupils achieved GD combined at KS2 RWM in July 2023</p> <p><b>3.4% achieved GD combined at KS2 RWM in July 2024</b></p>
<p><b>Attainment in Phonics</b></p>	<p>64.3% of PP pupils achieved WA for Phonics Screening in Y1 June 2023</p> <p><b>60% of PP pupils achieved WA for Phonics Screening in Y1 June 2024</b></p>
<p><b>Progress</b></p>	<p>Although attainment for PP pupils was slightly lower than cohort average, progress from their relative starting points is good for July 2023.</p> <p><b>No progress for July 2024 due to COVID</b></p>

## 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
Class Dojo	Dojo
Phonics Play	Phonicsplay
TTRockstars	TTRockstars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	CPD for staff to enable effective teaching and learning. TAs hours extended into afternoon to provide support to consolidate learning and address gaps in learning. Providing cultural capital through workshops and trips. Pastoral care interventions provided.
What was the impact of that spending on service pupil premium eligible pupils?	Some service pupils are achieving in line with their peers, whilst others have made good progress.