

Pupil premium strategy statement

This statement details our school'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	Kings Caple Primary Academy
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	17.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	2.12.21
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Taylor
Pupil premium lead	Kate Miller
Governor / Trustee lead	Sarah Elwine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
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	£11,415

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to create a safe and stimulating environment for children to learn and thrive in. We aim to forge excellent relationships with children to ensure their best interests are acknowledged, and their strengths are highlighted and encouraged. We will provide a range of experiences for children through creativity and links with their community.

Common barriers to learning for disadvantaged pupils may include:

- Less support at home.
- Weak language and communication skills.
- Lack in confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality.

There may also be complex family situations that prevent children flourishing. The challenges are varied and there is no 'one size fits all' plan for support.

Our ultimate objectives are:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress.
- For all disadvantaged pupils to access extra-curricular activities.

We aim to do this through:

- Frequent monitoring of data to ensure accurate and timely identification of pupils in need of support.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils that where pupils have specific needs, that these are addressed through high quality, evidence based interventions led by appropriately trained staff.
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of vulnerable learners.
- Ensuring that vulnerable learners have access to high quality pastoral and mental support.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that

not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Achieving these objectives:

The range of provisions available at Kings Caple include but are not limited to:

- Frequent monitoring and intervention of progress and needs.
- Literacy and numeracy support which includes in class support and small group work
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips
- Providing laptops to support with access to homework and remote learning
- Allocating high quality teaching assistants to support learning and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of PP learners and strategies for success
2	Lack of basic skills in literacy and numeracy
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition
4	The involvement of pupils in extra-curricular activities and trips
5	Overall progress of PP pupils

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
Progress in Maths	<ul style="list-style-type: none"> • Disadvantaged achieve at least in line with national.

<p>PP learners achieving at least in line with, or above national progress</p>	<ul style="list-style-type: none"> • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of keys skills in numeracy shown in class assessments. • Effective use of basic skills starters in literacy lessons.
<p>Progress in English PP learners achieving at least in line with, or above national progress</p>	<ul style="list-style-type: none"> • Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in literacy shown in class assessments. • Effective use of basic skills starters in literacy lessons.
<p>Pupil Premium learners are punctual, equipped, and ready for school</p>	<ul style="list-style-type: none"> • Affordable uniform with financial support available to PP learners. • Equipment provided to PP learners where needs. • PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Teaching staff are quick to liaise with Head of School to ensure that any lack of equipment is quickly resolved. • PP learners are punctual.
<p>Extracurricular PP learners are fully engaged and participating in after school clubs and trips.</p>	<ul style="list-style-type: none"> • Places are available on trips for PP learners to ensure fair access. • Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. • Teachers are aware of the need to promote PP attendance and prioritise PP learners.
<p>Attendance PP attendance meets the school's attendance target of ?</p>	<ul style="list-style-type: none"> • The attendance of PP learners meets the school target of? • Head of School to have clear plan in place for pupils with low attendance. • Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
<p>Exclusion PP pupils are not disproportionately excluded from school/lessons</p>	<ul style="list-style-type: none"> • Staff are aware of difficulties that may impact PP learners and have plans in place to support these. • Head of School to regularly monitor exclusion data and work with key

	<p>pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.</p> <ul style="list-style-type: none"> • PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national.
<p>Parental Engagement Parents/carers of PP pupils are engaged in school, aware of their child’s learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • The attendance of PP parents/carers at Parents’ Evenings is at or above that of non-disadvantaged learners. • Parent/carers surveys show engagement and satisfaction with school and school life.

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: £3,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School & Executive Headteacher closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners.	<i>“Evidence consistently shows the positive impact that targeted academic support can have”.</i> Leaders promote positive engagement and teaching strategies with PP children. Leaders track PP children’s progress and liaise with each other to help signpost need for targeted intervention.	1, 2, 5
SEN services from HMFA SEN Leader and Head of School work together to identify any staff who would benefit from further CPD to support the learning of vulnerable	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”.</i> Staff who feel skilled and confident leading an intervention will see better progress from the children. TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1, 2, 5

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

Budgeted cost: £3,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> TTRockstars 	Where pupils made regular use of the resources last year, it led to improved	1, 2, 3, 5

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<ul style="list-style-type: none"> • Spelling Shed • Nessy • Kapow • Dyslexia Gold 	confidence in class and a more secure basis in maths and literacy.	
Teaching assistants and covering interventions and small group support. (Using Recovery premium funding)	Previous tracking shows significant gains in reading, writing and maths for the children supported.	1, 2, 5

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

 Budgeted cost: **£5,362**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support in place	<p>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with decrease in problematic behaviours.” From the EEF teacher toolkit.</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p>	1, 2, 3, 5
Qualified Emotional Literacy Support Assistant in School (ELSA) An educational psychology led intervention for promoting the emotional wellbeing of children and young people.	<p>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.” (Weare and Gray 2003)</p> <p>Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</p>	1, 2, 3, 5
Other extra-curricular clubs and trip support	<p>“Findings from previous research suggest extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)</p>	1, 2, 4, 5

Attendance Officer closely monitors and support PP attendance.	“...when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” EEF Framework	1, 2, 3, 5
SEN Services from HMFA <ul style="list-style-type: none"> • My Concern Behaviour/Safeguarding Leader and Head of School to work together to identify and support vulnerable pupils	MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.	1, 2, 3, 5

Total budgeted cost: £11,775

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.

Pupil Premium July 2021

ARE Maths – 100%

ARE Reading – 71%

ARE Writing – 71%

Analysis of results 2020-21

Desired outcome	Impact
Funding for extra-curricular visits and clubs.	Children have attended trips alongside their peers where possible as Covid-19 restricted some trips from going ahead. They have also had the opportunity to attend breakfast and after school club which has provided them with focus and improved their socialising skills at the same time as assisting their working parents.
TA support/ intervention groups for literacy and numeracy.	TA support and intervention groups have enabled PP children to access all areas of the curriculum, regardless of their level of ability, whilst in school. During the lockdown, PP children were targeted to access specialised resources online and received additional support if they attended as key worker children.
Employment of subject specialists and provision for expert tuition.	
Funding for TA hours to focus on nurture	TA support has been used for nurture. Time has been set aside to support children using TAs ELSA training.
Employ a one to one TA for LA PP child	TA has been supporting LA PP child in class with basic skills, Literacy and Numeracy.
Family support for welfare and attendance including EHA assessments.	
Employment of speech and language therapist	The SLT has worked closely with identified children to enable them to communicate to the best of their ability. This has had a positive impact on their achievements in learning.

Attendance

	Cohort	PP
Term 1	98.02%	98.32%
Term 2	97.07%	98.73%
Term 3 - Lockdown	65.7%	3.99%
Term 4	96.47%	80.39%
Term 5	99.27%	97.83%
Term 6	96.99%	97.14%