

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Keresforth Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs V DSilva
Pupil premium lead	Mrs A Smart
Governor	Mr H Goodliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,280.00
Recovery premium funding allocation this academic year	£3227.00
Tutoring premium	£1294.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£65,801.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of additional funding provided by schools to support specific groups of children who are vulnerable to possible underachievement. This includes children in receipt of free school meals, those looked after by the authority and post looked after children, also children of armed forces personnel.

The aim is to use this funding to ensure all Pupil Premium children are given support, as required, to ensure that progress is accelerated and attainment is raised.

A needs analysis will take place in order to identify priority classes, groups or individuals. Not all Pupil Premium children will receive intervention at the same time.

At Keresforth Primary School we aim for all children to reach their full potential.

Priorities:

- To ensure all Pupil Premium children receive quality first wave teaching.
- To provide targeted support for students within their area of need.
- Allocate a teaching assistant to work 1-1 and with small groups to narrow the gap and accelerate progress.
- Ensure all children are able to read fluently with clear understanding, enabling them to access the full curriculum with confidence.
- Address non-academic barriers to learning – attendance issues, well-being, behaviour.
- To allow all Pupil Premium children the opportunity to learn to access wider opportunities within the school curriculum such as trips and first-hand learning experiences.
- To address issues with social, emotional and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Weak communication and language skills
3	Fluency and comprehension in reading.

4	Attendance issues
5	Access to wider opportunities.
6	Social, emotional and mental health.

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
PP children to achieve ARE in reading.	To achieve above national scores in KS2 reading.
PP children to achieve ARE in Maths	To achieve above national scores in KS2 Maths.
PP children to pass Year 1 phonics screening check	To achieve in line with national scores in phonics screening check.
EYFS and KS1 children to be able to communicate clearly	Children to be able to communicate clearly.
PP children have access to the same wide range of opportunities as their peers.	All children participate in all activities that are made available.
Social, emotional needs of PP children are met.	They are successfully able to access their learning within school.
PP children attend school regularly.	Attendance rates of 96%+

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training – sustaining NCETM Maths Scheme	Funding for staff to go on training and for the 2 Maths leaders to be continue their own training throughout the year at the sustaining level. Staff to then support teachers and cascade information. Two KS2 teachers to go on mastering number training.	2
Ongoing ELS phonics training	Ongoing staff training on the sustaining of ELS and the related interventions. Three new staff to undertake ELS training.	1,3
ELS training on Year 2 spelling scheme	To implement the Year 2 spelling scheme which runs alongside ELS phonics. This will allow the children to continue to develop their understanding of spelling in line with what has previously been learnt.	1,3
Oracy training for teachers and support staff	Evidence shows children come into school well below average in communication and language. As a school we are going to focus on developing oracy throughout Early years, KS1 and 2. This will involve developing progression documents and further developing existing planning to detail opportunities to develop oracy.	2
Speech and language training for additional support staff.	This training will allow more staff to work 1:1 to meet individual need.	2

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

Budgeted cost: £35,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA – 1-1 Speech and language sessions	All children screened using Wellcomm on entry to EYFS. Individual sessions planned and undertaken by trained TAs to address the specific needs of each pupil.	2
AHT / TA to work 1-1 and with small groups – reading interventions	The lowest 20% of KS2 children were assessed using the YARC reading assessment. This identified the specific areas of need within reading – ie, comprehension, fluency or accuracy. Interventions were then tailored to meet the needs of each child. All PP children to read and/or undertake further intervention for reading.	1, 3
Teacher/TA/AHT to work on reading interventions – KS1 (1-2 hours daily)	All children were assessed on entry to Year 1. Those needing additional support in KS1 have daily phonics interventions and also 1-1 support to accelerate learning of key words.	1, 3
AHT/TA/Teacher – 1-1 work to address gaps in mathematical understanding	PP children to be given additional support as identified by class teachers. This can be to consolidate learning of key facts, times tables, number bonds etc.	1

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

Budgeted cost: £18,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music – peripatetic lessons	This allows all PP children who express interest in learning an instrument to have access to lessons. Each child will	5

	be able to learn to play one instrument funded through PP.	
Visits and events	Funds are used to support families who are struggling to pay for school events and visits. This enables these children still to access these valuable learning experiences. Funds are also being used to help with the rising cost of coach travel so that the trips can still go ahead.	5
Play Therapist	A play therapist is employed one day per week. This is to address mental and emotional health of specific children.	6
Support from EWO	EWO support to address issues with attendance and work closely with families.	4

Total budgeted cost: £65,801.00

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.

Reading:

Progress was evident. Clear assessment using YARC has enabled us to target the specific needs of the children. Careful monitoring with ongoing individualised targets has enabled the children to make good progress. Gaps are narrowing and data shows increasing numbers of children working towards and achieving age related expectations.

Year 6 results showed an increase from 72% at expected to 83% indicating that the use of experienced teachers in delivering interventions has had the desired outcomes.

Phonics:

School has continued to embed Essential Letters and Sounds. All children in FS2 and Year 1 were taught daily sessions with additional support and 1-1 sessions for focus children.

Phonics screening – 92% achieved the expected standard in Year 1, 3/4 PP children passed. The PP children who needed to resit in Year 2 passed.

Maths:

Small group and 1-1 work enabled focus PP children to consolidate areas of Maths they were finding difficult. Additional support was given for all PP children in lower KS2 to help them to learn their times tables and have quicker recall of times table facts. Data shows gaps are narrowing and progress is being made.

Year 6 data for PP children achieving expected standard rose from 42% to 62%.

Welfare:

We dealt with several issues of persistent absence with our PP families. SLT and EWO supported children and families throughout the year to address attendance issues.

The play therapist supported focus children to support their emotional needs.

We worked with charities to provide further support for families, providing links to food banks for those in need.

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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
None	