

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	Keevil CofE Academy
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Acorn Education Trust
Pupil premium lead	Maria O'Brien
Governor / Trustee lead	Alan Sedgely

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,275
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	£13,275

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. As we continue to recover following the Covid-19 pandemic, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. That said, we know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners. In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of “preparing young people for their world” in their time which also serves as our ultimate objective for our disadvantaged learners, as for all. Never has this been more important.

We recognise that there are rarely quick fixes. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our learners to grow and develop as individuals ready for the world can optimise success. To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas with focus on the achievement of children and young people from disadvantaged background as a priority.

Challenges

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

Challenge number	Detail of challenge
1	Learners from disadvantaged backgrounds were impacted more significantly educationally during school closures as a result of the Covid-19 pandemic. Impact Ed: Lockdown Lessons report showed 47% of PP learners understood their school work when learning at home compared to 57% of non-PP students. Our monitoring of engagement in remote learning during the period of school closure from January to March 2021 showed 87.5% Non-FSM pupils took part in virtual lessons and home learning, compared to 59.6% of FSM pupils. Overall gaps in knowledge and understanding are therefore greater for this group of children, and they require more intensive catch-up.
2	Learners from disadvantaged backgrounds do not read as well as their peers. This is indicated by the average results from standardised tests in our school (NFER/SATS), non-FSM6 have an average score of 105 whilst FSM6 have an average score of 96. This impacts on access to the rest of the curriculum and their ability to learn independently. Learners from disadvantaged backgrounds do not read as widely as their peers resulting in lower levels of vocabulary which also impacts negatively on reading skills.
3	The wellbeing of learners from disadvantaged backgrounds was more significantly impacted than that of their peers by the Covid-19 pandemic. Parents of FSM children reported significantly higher levels of anxiousness in their children - 3.75 compared to the average for all children of 2.75 (Data from 'State of the Nation 2020: children and young people's wellbeing' report by the DfE). Within our school since it's re-opening in March 2021, our ELSA has worked with 12.6% of Non-FSM pupils following class teachers requesting wellbeing support for these children, compared to 20% of FSM pupils. Therefore this group of children need extra support to ensure that they can develop strategies to manage their wellbeing so that they are ready and able to learn in the classroom.
4	The Curriculum needs to fully meet the needs of disadvantaged learners.

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
<p>By the end of July 2022, the achievement of learners in the FSM6 category will have improved.</p>	<ul style="list-style-type: none"> • Outcomes of assessment show all FSM6 children have regained their pre-Covid learning trajectory. • Outcomes of assessment show that the overall gap in outcomes between FSM6 and non-FSM6 children will be progressively closed.
<p>By the end of July 2024, disadvantaged learners will be achieving in line with their peers in reading or at least have significantly closed the gap.</p>	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in reading year upon year. • All learners will be reading in school at least 3 times per week in different groupings. • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress.
<p>By the end of July 2022, disadvantaged learners will report similar levels of wellbeing to their peers, and show increased levels of engagement with learning in school leading to improved outcomes.</p>	<ul style="list-style-type: none"> • ELSA support prioritised for FSM6 pupils. • All learners to receive at least twice termly sessions delivered by outside professionals through the schools Wellbeing Programme. • School's PSHE curriculum to be reviewed and up-dated to ensure high quality, progressive learning for all children. • Any targeted intervention will show positive impact both academically and on wider school life, shown through improved learning outcomes, attendance, behaviour and improvements on the GL ELSA questionnaire.

By the end of July 2022, the curriculum will be reviewed to identify gaps in learning due to the pandemic and other causes.

- Curriculum mapping and lesson planning will identify where learning needs to be reviewed.
- Use of spaced learning and retrieval techniques are evident in curriculum mapping and lesson planning.
- Opportunities to support and extend learners (especially those who come from disadvantaged backgrounds) are evident.
- It is clear how the curriculum and teaching and learning prepares learners for their next steps.
- Children are able to talk about the curriculum in school and demonstrate progress in terms of knowing more, remembering more and being able to do more.

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore, prepare, develop and embed the use of “Walk Thrus” as part of instructional coaching for teachers in schools.	A set of principles written by Tom Sherrington and Oliver Caviglioli. This book has been positively reviewed by Research Schools and other commentators.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school. Teachers who have access to high quality CPD are more likely to stay in schools.	All

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

Budgeted cost: £ 5,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for Speech, Language and Communication Needs. Training costs plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	1, 2
1:1 intervention in maths, English and science for disadvantaged	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most	1, 2

children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support. Training costs plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	3
Wellbeing Programme delivered by Vibes.	EEF research shows social and emotional learning programmes which take place within the classroom have a moderate impact on progress.	3
Launch a focus on behaviour for learning as a whole school. Training for all staff on inclusive classrooms and behaviour management techniques. Visit a school where attendance and behaviour are excellent.	Behaviour interventions have moderate impact according to EEF findings. Where behaviour is addressed as a whole-school, this has greater impact and can increase learning time.	1, 3
Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty.	All

Total budgeted cost: £ 13,275

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.

6. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Forest School Broad, balanced and rich curriculum 	<ul style="list-style-type: none"> Residential Educational visitors Music teacher 	<p>Due to on-going restrictions as a result of the Covid pandemic throughout the whole of 2020-21 we were unable to run residential or other trips, Forest School, or welcome visitors into school.</p> <p>Our music teacher offered high quality music teaching and learning to all children across the year on a weekly basis, including during the period of school closure. As a result we achieved the #DontStopMusic award. Although limited, this ensured that PP pupils continued to experience a degree of a broad, balanced and rich curriculum.</p>	<p>Across the school teachers are reporting that children are showing a reduction in their levels of maturity and behaviour expected for their cohort. The lack of opportunities offered through Outdoor Learning, Outward Bound activities and residential trips has been a strong contributory factor to this. Therefore it is a priority for us to re-institute these opportunities for children as soon as possible.</p> <p>Music remains a strength in the school through which we can increase the cultural capital of PP pupils. We will look to run a series of live music performances next year and a 'Piece of the Term' to increase this.</p>	£1,500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Closing the attainment gap, accelerated learning including higher ability children achieving greater depth Speech and Language sessions Emotional Literacy Support 	<ul style="list-style-type: none"> Intervention support for bridging groups and support both face to face and online for those vulnerable learners who have little support at home. Therapy sessions to develop and improve speech. Including online meetings via zoom Opportunities for children experience emotional issues to discuss and find strategies to handle their problems. 1 to 1 sessions. 	<p>Across 2020-21 children's learning was measured against their pre-covid learning trajectory as a measure of the effectiveness of catch-up programmes.</p> <p>In September 2020: Reading – 92% below (100% PP) Writing – 92% below (83% PP) Maths – 100% below (100% PP)</p> <p>In December 2020, following 3 months in school with catch up programmes in place: Reading – 31% below (29% PP) Writing – 47% below (50% PP) Maths - 33% below (67% PP)</p> <p>In March 2021, following the second school closure: Reading – 74% below (57% PP) Writing – 93% below (83% PP) Maths – 85% below (100% PP)</p> <p>In July 2021, following 4 months back in school with further catch up programmes in place: Reading – 21% below (29% PP) Writing – 38% below (33% PP) Maths – 36% below (50% PP)</p> <p>The interventions school had put in place were therefore effective.</p> <p>Laptops and dongles were loaned to 66% of PP children during the Jan-Mar 2021 closure of schools. 66% of PP children were offered and took up full-time or part-time places in school during Jan-Mar 2021 closure.</p> <p>Speech and Language support was prioritised throughout the year – interventions and support were provided weekly in school when</p>	<p>All of these approaches have had a positive impact on children's learning and wellbeing and will be continued.</p>	£8,420
		<p>open and on-line during the closure. All children made progress against their individual targets, including PP pupils.</p> <p>ELSA support continued across the year, both in school and on-line when the school was closed.</p> <p>88% of parents reported that they knew how to access support for their child's wellbeing during the school closure Jan-Mar 2021. We re-instituted our whole school Wellbeing Programme in April 2021 run in partnership with the outside agency Vibes, to provide further support for children understanding and managing their wellbeing.</p>		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To experience a broad and varied curriculum	Braeside Able Gifted and Talented courses	These courses were not run during 2020-21 due to on-going pandemic restrictions.	Access to these courses will be re-instituted as soon as the offer returns.	£0

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
National College CPD	The National College
Walk Thrus	Tom Sherrington and Oliver Caviglioli
Little Wandle SSP	Collins Big Cat

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?	<ul style="list-style-type: none"> Emotional Literacy Support Ensuring a broad, balanced and rich curriculum for all through a specialist music teacher delivering whole class lessons and a programme of enrichment events across the school. Accelerated learning to close the attainment gap, including higher ability children achieving greater depth.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ELSA support was accessed by a number of Services pupils and their families, which enabled them to improve their overall wellbeing and develop strategies to manage the difficulties associated with a parent serving in the armed forces. Targeted support and accelerated learning resulted in Services children outcomes in July 2021 measured in comparison to their pre-Covid learning trajectory: Reading – 100% at least On Track (79% non-Services) Writing – 20% On Track (53% non-Services) Maths – 80% On Track (64% non-Services)

Further information (optional)

In Acorn Education Trust schools, our strategy planning for disadvantaged learners is central to our whole-Trust improvement planning. Set by the Standards and Improvement Committee of Directors, the principles behind the strategy planning for disadvantaged learners are shared by all and link to the Trust improvement plan and that of individual schools. This ensures a comprehensive, holistic and robust approach to planning for the Pupil Premium.

Other activities and strategies that we are implementing to support disadvantaged pupils, that are not dependent on pupil premium or recovery premium funding:

- Targeted SEN interventions
- BLAST programme
- Rigorous system of monitoring and tracking utilising teacher assessed judgements and the outcomes of standardised tests (NFER/SATS) through half termly Pupil Progress Meetings
- Breakfast club
- High level of in-class TA support
- Enhanced provisions within the Trust
- Forest School and Outdoor Learning Curriculum
- Outward Bound Programme
- Enrichment programme of trips and visits
- Access to Gifted and Talented courses
- Specialist teachers – music, French, PE