

Pupil Premium Strategy Statement



Keevil Church of England Academy

part of Acorn Education Trust



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	83
Proportion (%) of pupil premium eligible pupils	8.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	12/2022
Date on which it will be reviewed	09/2023
Statement authorised by	Lindsey Hermon and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Maria O'Brien
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8544
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	£10,544

Part A: Pupil premium strategy plan

Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. 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 underpinned by clear and effective processes. Our vision and mission over the next ten years is:

Vision – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

Mission – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

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. With emphasis on a collective and sustained approach, 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. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Get them into school.
3. Teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all. 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 parents and carers to engage with school and learners to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

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 (July 2021). 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	Learners from disadvantaged backgrounds do not write as well as their peers. National KS2 Test results from July 2022 showed a 14% gap between the achievement of disadvantaged children in writing to their peers (55% compared to 69%). In our school we have found writing the area that has been hardest to fill gaps following Covid-related disruption of schooling. At the end of July 2022, 100% of learners in reading and maths had regained their pre-Covid learning trajectory, but only 93% of pupils have retained their prior attainment level in writing. Disadvantaged learner have been more severely affected than their peers in this area, with only 50% of FSM6 pupils achieving their age-related Expected standard in writing (July 2022).
4	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.

5	The Curriculum needs to fully meet the needs of disadvantaged learners, and provide the richness of experiences they require to enhance their cultural capital.
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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
By the end of July 2023, the achievement gap between learners in the FSM6 category and their peers will have closed.	<p>At end of 2021-22 gaps between FSM6 achievement and their peers were:</p> <ul style="list-style-type: none"> • Reading – 18% • Writing – 21% • Maths – 21% <p>At the end of 2022-23 we aim for gaps to be reduced by at least 8%.</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.	<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.
By the end of July 2025, disadvantaged learners will be achieving in line with their peers in writing or at least have significantly closed the gap.	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in writing year upon year. • All learners will be receiving extra support for writing in school, either through in-class targeted work with adults or specific intervention activities. • Teachers will use whole school approaches to develop creativity in writing, and drive the motivation of pupils to write.
By the end of July 2023, disadvantaged learners will report similar levels of wellbeing to their peers, and show	<ul style="list-style-type: none"> • ELSA support prioritised for FSM6 pupils, but similar numbers of FSM6

<p>increased levels of engagement with learning in school leading to improved outcomes.</p>	<p>and Non-FSM6 children are requiring this support.</p> <ul style="list-style-type: none"> • 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.
<p>By the end of July 2023 learning across the curriculum will be enhanced and enriched to provide experiences and cultural capital for FSM6 pupils, and to help them learn and remember more.</p>	<ul style="list-style-type: none"> • Development of teaching and learning strategies that support retrieval and spaced learning techniques. • Re-instigation of school programme of visitors and trips to enhance learning across the curriculum. • Embedding Music Enrichment programme across the school. • Starting Art Enrichment programme across the school. • Developing English Enrichment programme across the school.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £6,000

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, 3
1:1 and small group tutoring and intervention in maths and English for disadvantaged children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most 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.	1, 2, 3

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

Budgeted cost: £3,750

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.	4
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.	4
Enrichment programmes in Art, Music and English.	EEF research shows that Arts participation has a moderate impact on children's outcomes.	5
Develop a programme of visitors and trips to enhance learning across the curriculum.	Sociologists find cultural capital or the social assets of a person (including intellect, education, speech pattern, mannerisms, and dress) promote social mobility (Harper-Scott and Samson 2009). Cultural capital provides people access to cultural connections such as institutions, individuals, materials, and economic resources (Kennedy 2012). Individuals with cultural capital deficits face social inequalities (Reay 2004).	5
Outdoor Learning curriculum delivered through Forest School sessions for all and Outward Bound programme for KS2.	Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years – The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes, 2012.	All
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: £10,750

Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria	Review
By the end of July 2022, the achievement of learners in the FSM6 category will have improved.	<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. 	<ul style="list-style-type: none"> All FSM6 children have regained their pre-Covid learning trajectory by the end of July 2022. FSM6 children remain behind in their learning outcomes: <ul style="list-style-type: none"> Reading FSM6 - 63% Expected All – 81% Expected Writing FSM6 - 50% Expected All – 71% Expected Maths FSM6 - 63% Expected All – 84% Expected
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.	<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>End of KS2 outcomes 2022</p> <p>Reading Scores:</p> <ul style="list-style-type: none"> Non-FSM6 <ul style="list-style-type: none"> Mean = 106.2 Median = 106.5 FSM6 <ul style="list-style-type: none"> Mean = 79.5 Median = 105.5 <p>A gap still remains in reading outcomes between disadvantaged and non-disadvantaged learners.</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.	<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 	<ul style="list-style-type: none"> 14% of FSM6 pupils received ELSA support compared to 11% of Non-FSM6 children in 2021-22. Wellbeing Programme led by Vibes has continued throughout 2021-22 with all children receiving twice weekly sessions. Review of school's PSHE curriculum postponed to 2022-23.

	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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School's curriculum map is complete, ensuring a sequential, cumulative, progression of learning in all subjects. Retrieval practices have been explored across the school to enable children to learn and remember more. On-going pandemic restrictions meant it was hard to provide opportunities during 2021-22 to extend and enrich the curriculum.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

See information in table above.

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
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. • Outcomes for Services children in July 2022: Reading – 100% Expected (81% non-Services) Writing – 100% On Track (71% non-Services) Maths – 100% On Track (84% 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