

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Kelvin Grove Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jill Thompson
Pupil premium lead	Elizabeth Baker
Governor / Trustee lead	Jeanne Pratt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,680
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(£16,792)
<b>Total budget for this academic year</b>	<b>£208,638</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Kelvin Grove we have high expectations for EVERY child. Through our curriculum, we motivate, engage and inspire our children. We believe no barrier is insurmountable and all children should reach their full potential, irrespective of their background or the challenges they face. We aim for all our children to leave our school as valued members of the community, modelling our school values of:

Aspiration  
Community  
Compassion  
Enjoyment  
Perseverance  
Positivity  
Respect  
Community

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers.

We recognise that there many ways in which our vulnerable children can be disadvantaged, both economically and socially. Our pupil premium strategy is dedicated to supporting children with their academic progress, their wellbeing, personal development and by raising their aspirations.

Quality first teaching, using small steps of learning and teacher modelling, promotes inclusivity for all children and progress for all. This is our approach and has the greatest impact on closing the disadvantage attainment gap.

Alongside this, we acknowledge that additional support can be required to meet the holistic needs of all our children, and in particular our disadvantaged. We have identified a greater need than ever for this support due to the pandemic. Therefore this plan goes alongside our whole school recovery approach. We fully understand the importance of our children's wellbeing and personal development and the role this plays towards their academic success and future life opportunities.

We continually assess where the need is greatest and respond to the changing needs of our children.

To ensure we are effective in supporting our disadvantaged pupils, we:

- have high expectations for all and instil this in our children,
- know our children and families well and build positive relationships,
- have built an ethos of collaborative learning,
- ensure all staff take responsibility for the success of the children.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	We have identified social and emotional issues for many pupils, notably due to the adverse childhood experiences they face, e.g., safeguarding issues, financial pressures, mental health within the family, young carers, instability, and a lack of enrichment opportunities. These issues were magnified during school closure and effected more pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our attendance data over the last year indicates that the pandemic has significantly impacted the attendance of our disadvantaged pupils. Historically, Pupil Premium children's attendance was slightly better than non pupil premium. However, last year this changed significantly, with Pupil Premium attendance approximately 2.5% lower than non Pupil Premium. Although this gap is smaller in the current academic year to date, it still exists (just less than 1%)</p> <p>There is also a higher percentage of our disadvantaged pupils who are persistent absentees, with 4.6% fewer among our non pupil premium children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment for all pupils and in particular among disadvantaged pupils.	Phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improve attainment in Key Stage 1 for all pupils and in particular our disadvantaged.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being comparable to their peers.</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: £6,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Team teach – de-escalation training £1000	EEF Toolkit <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Phonics CPD £475		1
EY resourcing to meet the need of the new EY Curriculum Early Talk training – targeting children early with language and communication £140	Due to the impact of COVID and, historically, pupils entering our EY setting with poor communication and language skills, a significant investment is needed to meet the needs of the pupils and the demands of the new EY curriculum	1, 3, 4
Quality of teaching and curriculum. - senior leaders to provide coaching and mentoring by working closely with colleagues £5,024		1, 2, 3
Mental Health CPD for Family Support Worker.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes etc.) <a href="#">EEF_Social_and_Emotional_Learning.pdf</a>	4

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

Budgeted cost: £137,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants supporting group size and provide targeted support £129,086	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  EEF toolkit – teaching assistant interventions	1, 4
2 Tutors to deliver tutoring in Years 1 – 3 phonics focus. 15 hours per week each in Autumn Term. £5,173.84	EEF Toolkit – oral language interventions  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> EEF toolkit – teaching assistant interventions	1
Licences for Phonics Tracker, White Rose Maths and RWI to allow children to access at home and support teaching. £3,146.49		1, 4
Laptops for disadvantaged children – purchased by school. Software installation from PP fund. £1,855		

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

Budgeted cost: £73,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing at lunch times  £16,003.87	Smaller groups with dedicated staff reducing incidents of behaviour and supporting staff/children relationship to support children to share any concerns.	2, 4
50% DHT salary – targeted work with attendance, behaviour		5,2

and welfare for most vulnerable £36,780		
Providing fresh fruit for KS2 to supplement the current provision in EY and KS1 £5,000		2
Breakfast club (staffing costs) – supporting attendance and welfare in school – targeting most vulnerable £4,217		2, 4, 5
Educational visits – providing our most vulnerable with experiences to enhance their cultural capital and widen horizons and encourage engagement in school £10,016	These visits broaden and enrich the curriculum across the school. They improve the children’s knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum. Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. (EFF toolkit Digital technology Moderate impact for moderate cost) EFF – outdoor adventure learning shows positive benefits to academic learning and self-confidence. Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field	2,3,4,5
Training wellbeing dog – supporting most vulnerable with their wellbeing, encouraging reading (reading dog training) and attendance. £1,095		1, 2, 5

**Total budgeted cost: £212,754**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Little Wandle	Wandle and Little Sutton English Hubs
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press

### 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?	Pupils had 1:1 pastoral support. Family had TAF support. Focused SEN support for the pupils and responsive intervention. Accessed lunchtime nurture.
What was the impact of that spending on service pupil premium eligible pupils?	Small social groups to support children in their social interaction. Pastoral support gave children stability and positive understanding of identity and raised self-esteem.





