



## Pupil premium strategy statement

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   | St Kew Academy |
| Number of pupils in school  | 82             |
| Proportion (%) of pupil premium eligible pupils   | 24% (20/82)    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024      |
| Date this statement was published   | September 2022 |
| Date on which it will be reviewed   | September 2023 |
| Statement authorised by   | Rachel Murray  |
| Pupil premium lead  | Rachel Murray  |
| Governor / Trustee lead   | Pip Campbell   |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £26,315 |
| Recovery premium funding allocation this academic year  | £2,755  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,070 |

### Statement of intent

At St Kew, reversing disadvantage is a deeply personal challenge and a mission for us all. Our aim is to provide effective teaching and support that allows our disadvantaged pupils to gain a wealth of experiences and to allow them to enjoy progress academically, physically and emotionally.

Knowing our children as individuals, where all members of staff have a chance to support all children who are presently or previously experiencing disadvantage, is a privilege. We are the greatest hope and the biggest resource that children and their families have to reverse disadvantage. We aim to understand and overcome the forces that act explicitly and implicitly to reinforce disadvantage over time.

The pandemic has not been felt evenly, it has exposed and entrenched disadvantage and threatens to define and harm a generation. Our aim is to make sure that the experiences we provide between 08:40 and 15:15 every day, are engaging for our pupils and provide them with the support they need to thrive and succeed, whatever their starting point or background. These experiences will build confidence, resilience, relationships and improve the knowledge that children need to be educated citizens: their cultural capital. We seek equity over equality to support disadvantaged learners to have the (supported) opportunity and (leveraging) experiences that will allow them to be successful.

"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021

Our focus includes:

- Quality first teaching and additional support using evidence-based, high quality interventions to ensure rapid and sustained progress across core subjects and the curriculum as a whole.
- Giving all pupils equal opportunities as they progress through their education.
- Well sequenced planning across the curriculum, which provides all pupils with a clear understanding of the required knowledge and skills in each curriculum area.
- A clear strategy for improving teacher and support staff pedagogical knowledge in order to improve the teaching of all areas of the curriculum.
- High expectations for behaviour and attendance are applied consistently and understood by all.

Pupil Premium funding will be allocated following annual needs analyses which identify priority groups. Half termly meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive the Pupil Premium and the Recovery Premium funding are children who are in receipt of Free School Meals and Looked After Children.

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Analysis shows that some disadvantaged pupils need additional support to secure and sustain better attendance rates.   |
| 2                | Assessment shows that some of our disadvantaged pupils are not attaining age-related expectations in reading, writing and maths.   |
| 3                | Observations and assessments show some pupils are displaying significant difficulties in retaining information, knowledge and skills learnt. There is a need to develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners. |
| 4                | Staff CPD is required to ensure effective interventions are utilised and the use of SEND strategies within class, to support pupils in learning.   |
| 5                | Observations and assessments show that some of our disadvantaged pupils have low levels of engagement in school and learning.  |
| 6                | Every child has experienced severe disruption to their access to school and inconsistency of access to remote learning provision / in school provisions during the 2 extended periods of closure.  |

## 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  |
|---|---|
| Attendance for disadvantaged pupils is at least 95% each term | <ul style="list-style-type: none"> <li>Attendance figures of all pupils is rigorously monitored and swift robust action is taken for any pupil not in school.</li> <li>The School works with parents using our Project 100 programme to understand that their child must be in school on time and every day and that non-attendance or lateness will be pursued.</li> <li>The Head and Attendance Lead proactively manage the attendance of individual pupils.</li> <li>All class teachers are vigilant on DA pupil attendance rates and report concerns to the Head / Attendance Lead.</li> <li>Attendance meetings will aim to identify the underlying causes of barriers to good attendance and implement plans for improvement.</li> <li>Develop a plan to support families in getting children to school if parents / carers are self-isolating.</li> <li>Breakfast club provided as a means for children to improve punctuality.</li> </ul> |

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| <p>To close the gap between disadvantaged and non-disadvantaged pupils in reading writing and maths</p>     | <ul style="list-style-type: none"> <li>• Targeted academic support has been carefully planned in and reviewed using termly teacher assessments.</li> <li>• High quality first teaching using a range of pedagogy.</li> <li>• High quality ongoing formative assessment used to carefully monitor pupil progress and lost learning.</li> <li>• Regular CPD delivered to teaching and support staff to improve pedagogy.</li> <li>• Clear, sequential planning through the use of, for example, the Literacy Shed, White Rose Maths and the Literary Curriculum.</li> <li>• Targeted, evidence-based interventions will run in maths, reading and writing:             <ul style="list-style-type: none"> <li>* Times Table Rockstars</li> <li>* Numbots</li> <li>* Short bursts number bonds, times table facts, spelling, grammar and handwriting</li> <li>* Same day maths intervention addressing misconceptions</li> <li>* Precision Teaching</li> <li>* Nesy (Reading and Spelling)</li> <li>* Vipers</li> <li>* Year 6 Study Club</li> <li>* Rapid Catch-Up phonics</li> <li>* Third Space Maths</li> </ul> </li> <li>• A thorough remote learning package for children needing to self-isolate / complete work from home continues to be in place. Barriers to engagement, due to lack of technology or other forms of support, have been identified and loan agreements are available when required.</li> </ul> |
| <p>To develop 'Learning to Learn' skills to support the development of independent, reflective learners</p> | <ul style="list-style-type: none"> <li>• High quality first teaching that builds on existing knowledge.</li> <li>• Provide opportunities to build children's well-being and support mental health: Weekly PSHE sessions and Wild Tribe activities to support this.</li> <li>• Flashback 4 approach to support retention of learning – regular repetition, practise and retrieval of knowledge and skills across the curriculum.</li> <li>• High quality modelling of the thought process involved in learning new skills/consolidating understanding.</li> <li>• Encourage our children to become assessment literate. Provide opportunities for co-constructing success criteria for lessons ensuring this is an active discussion. Children to be aware of the quality and standards they are expected to achieve.</li> <li>• Introduce awards for Learning to Learn skills in Star of the Week assemblies.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Staff development to focus on teacher's understanding of metacognition and using metacognitive strategies in the classroom.</li> <li>• Equip children with strategies to use when finding learning challenging and be able to engage with metacognitive talk with their peers, understanding the benefits of this.</li> <li>• CPD focuses on principles of instruction based on Rosenshine's principles.</li> </ul>  |
| <p>All pupils receive intervention where there is an identified need</p>   | <ul style="list-style-type: none"> <li>• Develop children's vocabulary and language acquisition through initiatives such as NELI.</li> <li>• All pupils are screened upon entry to St Kew in the EYFS (and also in other year groups if concerns about language).</li> <li>• Trained HLTA used to deliver the Nuffield Early Language Intervention to EYFS pupils to ensure all DA pupils reach the ELG for Speaking and Listening.</li> <li>• Nessy reading and spelling programme used for pupils with identified spelling, morphology, vocabulary and comprehension needs.</li> <li>• Timetabled interventions addressing misconceptions utilised for all pupils where a need is identified.</li> </ul>  |
| <p>All disadvantaged pupils have the emotional capacity to learn and enjoy learning at school and be engaged in learning</p> | <ul style="list-style-type: none"> <li>• Reading for pleasure across all age groups – use of the library to support this.</li> <li>• Ensure all class reading materials are of high quality (based on the Literary Curriculum) and introduce rich language alongside cultural diversity, therefore allowing all pupils to encounter and reflect upon our diverse world.</li> <li>• All classes have a full time teaching assistant. Regular Trauma Informed Schools training for all staff with the SENCo working alongside vulnerable families.</li> <li>• Designated staff to provide social and emotional interventions (ELSA) for identified pupils in all age groups.</li> <li>• All adults working in school relate to children with compassion, empathy and unconditional positive regard.</li> <li>• Play therapy sessions for identified pupils</li> <li>• Monthly school council sessions where children will have the opportunity to openly discuss wellbeing and school improvements.</li> <li>• Weekly lesson to teach PSHE (using the Jigsaw materials), focus on pupil wellbeing.</li> <li>• Pupils take part in high quality physical education lessons that include coaching from a specialist coach, yoga and Sports Festivals through the PEPA agreement.</li> <li>• Identified children are given support to access extended school activities, trips, residential to enrich their lives and build cultural capital, when the pandemic restrictions allow.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• All year groups to share work/ learning opportunities with parents and carers, via weekly facebook posts, newsletter information etc.</li> <li>• Hold celebrations for important holidays within the school year e.g. Christmas performances, where parents can safely attend.</li> <li>• Monthly newsletters inform parents about regular events and learning as well as up and coming dates to look out for, as well as supporting families by signposting to events and services beyond the school.</li> <li>• School website to be current and up to date at all times.</li> <li>• Workshops held for parents to teach them how to support reading, writing and maths at home (in response to parental survey – Summer 21)</li> </ul> |
| <p>All pupils to access our wide, rich varied curriculum and learning experiences</p> | <ul style="list-style-type: none"> <li>• Disadvantaged pupils are encouraged to attend any and all extracurricular clubs and will receive priority placements for clubs on offer.</li> <li>• Project 100 funding allows all pupils the opportunity to attend all trips, visits and activities outside of school</li> <li>• Project 100 funding allows all pupils the opportunity to access school uniform</li> <li>• All pupils, who are interested, can access fully funded music lessons through school, using PP funding, with the Cornwall Music Trust.</li> <li>• National Geographic magazine subscription shared with DA pupils</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: **£15,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| High Quality First Teaching of the full curriculum to ensure pupils are happy to be in school   | <b>EEF guidance report: tiered approach</b><br>Teaching is the top priority, including staff CPD. Quality First teaching has direct impact on outcomes.<br>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff Meetings and INSET training. This high quality CPD is used to “raise the status” of disadvantaged pupils in our community.   | 1, 2, 3, 5                    |
| HLTA / TA support in every class  | <b>EEF guidance report: Making best use of Teaching Assistants</b><br>Use TAs to help pupils develop independent learning skills and manage their learning. Use TAs to deliver high quality 1:1 and small group support using structures, evidence based interventions.  | 2, 3, 4, 5, 6                 |
| Implement an outstanding rich PSHE curriculum   | <b>EEF: Social and emotional learning</b><br>Improves interaction with others and self-management of emotions impacts on the attitudes to learning and social relationships in school, increasing progress and attainment  | 1, 3, 5                       |
| Continue to provide high quality teaching of reading throughout the school including high quality literacy texts, story times and focusing on vocabulary throughout | <b>Language provides the foundation of thinking and learning and should be prioritised.</b> High quality adult - child interactions are important and sometimes described as talking with children rather than just talking to children. Exposing children to rich language daily and through environments that are language rich will work towards closing the gap.<br>Hart & Risley research shows the gap on story-time hours and the impact this has on known vocabulary. ‘There is a proven positive relationship between reading frequency, reading enjoyment and attainment’ (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).<br><br><b>EEF guidance report: Improving Literacy in Key Stage 2 (Second ed, Nov 21)</b><br>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading | 2, 3, 5, 6                    |

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|  | instruction and repeated reading. Whole class modelling and shared reading, focuses on deepening understanding through developing strategies, understanding and engagement. It has been proven to raise standards and attainment in challenging areas. |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Project 100 Financial Incentive for families of £100 to spend on 'in school' activities linked to attendance remaining above 96% and attendance at all parent consultations. | <b>EEF - working with parents to support children's learning</b><br>Since our introduction of the Project 100 incentive, we have seen an increase in pupil attendance and parent interactions. Parent attendance at parent consultations has increased and parents have discussed the benefit of using Project 100 and the positive impact that this has on their child and their child's school experience.   | 1, 2, 3, 4, 5, 6              |
| All pupils assessed as having an age-related gap in speaking and listening or emotional literacy, will receive speech and language intervention.                             | <b>EEF - early language intervention</b><br>All children are assessed using NELI upon arrival. From assessments, our SENDCo creates intervention work for each child depending on the level of need. Pupils then receive targeted sessions based on language and comprehension using NELI resources. ELSA sessions with a qualified TA for pupils identified.  | 2, 3, 4, 5                    |
| Disadvantaged pupils to receive additional and bespoke Trauma Informed Schools or ELSA sessions where required.  | <b>PHE - Introduction to Adverse Childhood Experiences</b><br>The Adverse Childhood Experiences study (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Therefore, in order for children to achieve well, we know they must feel safe, supported and ready to learn. | 3, 4, 5                       |
| SEND and Pupil Progress meetings track progress of DA pupils and are used to identify next steps   | In school knowledge and understanding of all pupils is used to ensure effective interventions are planned, implemented and reviewed.   | 2, 3, 4, 5, 6                 |



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

Budgeted cost: **£4,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding of Trauma Informed School pedagogy into the school curriculum to ensure that all pupils have access to and benefit from this approach.</p> | <p><b>PHE - Introduction to Adverse Childhood Experiences</b><br/>           The Adverse Childhood Experiences study (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Therefore, in order for children to achieve well, we know they must feel safe, supported and ready to learn.</p>  | <p>1, 3, 4, 5</p>             |
| <p>Develop strategies in metacognition and self-regulation: Learning to Learn Skills using a shared school language</p>                                 | <p><b>EF guidance report: Metacognition and Self-Regulation</b><br/>           Evidence suggests that the use of metacognitive strategies can be equivalent to +7 months progress when used well. Teachers must ensure pupils are aware of their strengths and limitations. Pupils should have opportunities to plan, monitor and evaluate their learning. Teachers should model effectively, revealing the thought process. An appropriate level of challenge should be set to develop self-regulation and metacognition.</p>   | <p>3, 4, 5</p>                |
| <p>Wellbeing leads for staff and children to meet regularly to discuss and implement ideas.</p>   | <p><b>Mentally Healthy Schools:</b><br/>           Wellbeing is all about holistic health including physical and emotional. The high demands of educational staff have impact on wellbeing. Professional support is sometimes needed to be signposted, as well as correct emotional and practical support within the team. School Council sessions where children have the opportunity to openly discuss wellbeing and school improvements. Weekly wellbeing updates to discuss the wellbeing of teacher, teaching assistants and admin staff and opportunities to talk openly about workload and change. Weekly lessons in PSHE (JIGSAW) focus on wellbeing and pupils take part in high quality physical education lessons that include mindfulness.</p> | <p>1, 3, 5</p>                |

|  |   |               |
|--|---|---------------|
|  | Individual support for pupils and families from specialist professionals e.g. play therapy. Identified pupils are given support to access extended school activities, trips, residential trips to enrich their lives and build cultural capital.  |               |
| Monthly school council sessions to allow children to discuss and debate important issues.                        | <b>DfE:</b><br>Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them.   | 5, 6          |
| A range of engaging, inspiring extra-curricular activities offered to all pupils. Trips and residential planned. | <b>Youth Sport Trust:</b><br>The Active Recovery Curriculum Recent research has found that following lockdown restrictions, pupils had reduced physical fitness, decreased wellbeing, low level behavioural issues, and a loss of ability to concentrate in class. Increase time for physical activity during the school day; add activity into other subject lessons; focus on wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.  | 5, 6          |
| Develop assessment and feedback across the curriculum  | <b>New EEF guidance report: Teacher feedback to improve pupil learning</b><br>Research suggests that schools should prioritise key principles over methods. The report highlights the need for a thoughtfully designed and implemented feedback policy.<br>1. Lay foundations for effective feedback.<br>2. Deliver appropriately timed feedback that focuses on moving learning forward.<br>3. Plan for how pupils receive and use feedback.<br>4. Consider how to use purposeful and time efficient feedback.<br>5. Consider how to use purposeful verbal feedback. | 2, 3, 4, 5    |
| Wild Tribe Award studied by all pupils   | <b>Developing children as rounded individuals:</b> children that have fun, grow in confidence, learn new life skills and gain an appreciation of nature are enabled to carry this throughout life   | 1, 2, 3, 5, 6 |

**Total budgeted cost: £ 29,500**



## 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 2021 to 2022 academic year.

Focus on quality first teaching and curriculum sequencing has been led by HT and Curriculum leads. Partnerships with external bodies to add to quality and range of CPD opportunities.

Focus on further early reading training ensured staff are trained and training for those leading Letters and Sounds linked interventions has been completed, ensuring accurate strategies are used. Teaching Assistants leading phonics and reading interventions are paid at HLTA rate to recognise the element of leading teaching at this time. Monitoring in place to ensure quality of delivery through development sessions and school-based lead.

22/23 focus to include specific focus on the skills needed when speaking and listening.

Use of OTrack for strong formative assessment strategies, to ensure targeted intervention for all pupils. Lowest 20% pupils tracked specifically and followed up in pupil progress meetings.

PSHE curriculum is strong and central to the curriculum. Challenge Partner focus showed this as a strength (July 2022).

Some specific support for pupils severely affected by the long term absence of the SENDCo for the duration of the Summer Term.

Pastoral interventions are in place and strong. Interventions affected by absences in 21/22. Training for colleagues completed but needing revisiting 22/23. Specific tracking of those receiving interventions to be monitored 22/23. Colleagues to be supported with understanding of when to use additional colleagues for intervention – at point of teaching in lessons.

DfE devices provided during period of closures remain in homes of most vulnerable pupils. Clinics for parents to be in place 22/23. Tracking of absence strong during 21/22 led by HT and Admin. Trust absence letters reviewed and to be embedded into tracking system used in school.

Outdoor classroom completed (September 2022) with support from Trust and PTA. EYFS outdoor environment enhanced with further resource and quality space. Purchase of resources to be further focus in 2022-23.

Project 100 continues to be a valuable tool within the school, encouraging parental participation and engagement of our families who are suffering disadvantage. The central and most important theme of Project 100 is that staff, parents and pupils will share a common agreement that we will all have a 100% commitment to each child's education during the years that they are at St Kew. This resulted in 99% of families attending parent consultations across the academic year.

### 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                                |
|-------------------------------|---|
| Youth Sports Trust Membership | Youth Sports Trust                      |
| White Rose Maths              | White Rose                              |
| Literary Curriculum           | Literary Curriculum                     |
| Spelling Shed                 | Ed Shed                                 |
| ELSA                          | Educational Psychology Service          |
| PEPA                          | Arena Connecting School Sport Pathways  |
| Cornwall Music                | Cornwall Music Service                  |
| Now Press Play                | Now Press Play                          |
| Wild Tribe                    | ARENA: Connecting School Sport Pathways |
| Jigsaw                        | Jigsaw PSHE/RSHE                        |
| Charanga                      | Cornwall Music Service                  |

## Service pupil premium funding

*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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |