

Pupil premium strategy statement

St Kew ACE Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	81 + Pre-School
Proportion (%) of pupil premium eligible pupils	16% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	31st December 2023
Date on which it will be reviewed	July 2024
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	£19,990
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,890

Part A: Pupil premium strategy plan

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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attendance rates and poor punctuality</p> <p>From analysis of attendance data, the school has identified that there is a gap between the attendance of pupils who are deemed disadvantaged and all other pupils. In the last academic year, 2022-23, the whole school attendance figure was 94.3% (higher than the national figure) and pupils deemed to be disadvantaged were at 92.7% attendance. We have also identified that pupils who are deemed disadvantaged have more late marks than all other groups of pupils. This is a priority for development as identified in the school development plan with pupils who are deemed to be disadvantaged achieving an attendance level of $\geq 96\%$ and Persistent Absence being at $\leq 10\%$.</p>

2	<p>Key Skills Attainment – reading, writing, maths</p> <p>Our in-house school data demonstrates that pupils who are deemed to be disadvantaged do have the recall of key learning needed to build depth of understanding. Assessments show that only 50% of pupils deemed to be disadvantaged achieve age-related expectations in reading, writing and maths at the end of KS2.</p> <p>Many of our children don't read regularly or widely and have a limited knowledge of authors and books. A focus on key skills and intervention is a key strategy to build these foundation steps of learning.</p>
3	<p>Pupil Engagement in wider learning opportunities</p> <p>We want all of our pupils to have equity of access to the wider learning and extra-curricular provision we provide as a school. Our observations show that many of our pupils, who are deemed to be disadvantaged, have limited access to opportunities to develop cultural capital, in particular outside of their 'home county'.</p> <p>Specific strategies need to be put in place to ensure that uptake for these with pupils who are deemed to be disadvantaged is the same as for all other pupils.</p>
4	<p>Underdeveloped Language skills</p> <p>Assessments, observations, and discussions with pupils in Early Years, indicate underdeveloped oral language skills and vocabulary gaps among many pupils who are deemed to be disadvantaged.</p> <p>Assessments, observations, and discussions with pupils in National Curriculum Years, indicate that pupils find it difficult to articulate and share their ideas in response to questions from the teacher and their peers. Specific strategies need to be put in place to ensure pupils know how to structure an answer to a question posed.</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
Pupils achieve good outcomes in all year groups, making outstanding progress across the curriculum	<p>High quality modelling of the thought process involved in learning new skills/consolidating understanding.</p> <p>Gaps will close in progress made by PP and non-PP children</p> <p>100% of pupils deemed to be disadvantaged meet the ELG in all prime areas of the EYFS as well as Literacy and Mathematics (ensuring a GLD)</p> <p>100% of Year 1 pupils, deemed to be disadvantaged achieve a pass rate of ≥ 32</p> <p>Due to the low numbers of pupils deemed to be disadvantaged within the KS1 and Ks2 cohorts, we will set ambitious targets for these pupils on an individual basis.</p> <p>High quality first teaching using a range of pedagogy.</p> <p>High quality ongoing formative assessment used to carefully monitor pupil progress.</p> <p>Regular CPD delivered to teaching and support staff to improve pedagogy.</p> <p>Books will show high quality learning for all pupils and pupils will be proud of their outcomes</p>
Attendance is high, with improved punctuality, for all pupils, especially those who are deemed to be disadvantaged.	<p>Absence rates for all pupils will be no more than 5% and the gap between pupils deemed to be disadvantaged and non-disadvantaged pupils is reduced to no more than 1%</p> <p>Persistent absence rates sit below 8%, with pupils who are deemed to be disadvantaged, being no more than 10% (in line with national figures for all pupils)</p>

Pupils have equity of access to a wide range of enrichment experiences in school	All pupils will have attended a range of cultural capital opportunities throughout their time at St Kew, including local and national visits and varied enrichment activities, linked to curriculum planning and aspirational opportunities. Disadvantaged pupils are encouraged to attend any and all extracurricular clubs and receive priority placements for clubs on offer. Funding allows all pupils the opportunity to attend all trips, visits and activities outside of school
Increase overlearning and reinforcement in reading, spelling and number facts at school	Increase in number of pupils meeting age-related expectations in reading, grammar, spelling and punctuation and mental maths. Targeted academic support has been carefully planned in and reviewed using termly teacher assessments.
All pupils are ready to contribute in lessons and demonstrate resilience when faced with challenges both in and outside of the classroom	Pupil voice reflects enjoyment in school and display good attitudes to learning, Social skills, independence, perseverance and teamwork are well developed in all pupils. 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.

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
Schedule of CPD for all staff is focussed on pedagogy and building key learning	High Quality First Teaching Research highlights one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014). The quality of teaching, should therefore be the top priority in school development.	1, 2, 4
HLTA / TA support in every class	EEF guidance report: Making best use of Teaching Assistants 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, 4
Continue to provide high quality teaching of reading throughout the school including high quality literacy texts, story times and focusing on vocabulary throughout	Language provides the foundation of thinking and learning and should be prioritised. 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. Our	2, 3, 4

	<p>curriculum is driven by high quality reading texts that are linked to wider curriculum to build schema. 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).</p> <p>EEF guidance report: Improving Literacy in Key Stage 2 (Second ed, Nov 21)</p> <p>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading. Whole class modelling and shared reading, focuses on deepening understanding through developing strategies, understanding and engagement. The recommendations of the reading framework have been proven to raise standards and attainment in challenging areas and have been planned into our reading curriculum.</p>	
<p>Ongoing data analysis to have a specific focus on the attainment and broader outcomes of disadvantaged pupils.</p> <p>(Data meaning all elements of information around each pupil)</p>	<p>Pupil Progress Meetings (PPM's) will focus on the progress of pupils deemed to be disadvantaged. Meetings have been adapted for the academic year 2023-24 to have a more specific focus on progress of disadvantaged pupils.</p> <p>Individual small steps trackers and whole school disadvantaged pupil overview is overseen by HT. Both the overview and trackers allow for conversations, to really get to know the children's individual needs and adapt accordingly. Parents will be part of the process - building better relationships. This info then feeds into the overview sheets for all with the biggest leverage point being belonging.</p>	<p>1, 2, 3, 4</p>
<p>Oracy</p>	<p>Researchers are in agreement that effective oracy provision is vital to the success of pupils, both in relation to pupils' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with our school vision of preparing pupils for lives of choice and opportunity. All Kernow Learning schools, including our school, are investing in becoming Voice 21 oracy schools. We have a dedicated oracy lead and oracy champion that pioneer this practice within our setting.</p> <p>This responsibility includes giving pupils the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy is treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p>

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings track progress of PP pupils and used to identify next steps	In school knowledge and understanding of all pupils is used to ensure effective interventions are planned, implemented and reviewed. In-school small-step tracking sheets show impact of interventions across the school.	2, 3
All pupils assessed as having an age-related gap in speaking and listening or emotional literacy, will receive speech and language intervention.	EEF - early language intervention All children are assessed using Language Link 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.	4
Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting.	The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile. https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&psc=1	2
Daily keep-up sessions for pupils in Reception, Year 1 and Year 2 who need further phonics support	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. Online Subscription films sent home. Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Daily catch-up sessions for pupils in KS2 who need further phonics support	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools.	2, 4
Small group tutoring for year 6 pupils to be fully prepared for the next phase in their education.	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for learners who are behind their peers in primary schools.	2

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DFE's Improving School Attendance advice implementing with a clear tiered approach being introduced to improve the attendance of our disadvantaged pupils. Use of EWO and Attendance Officer	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities	1
Health Clubs and extracurricular subsidy for pupil premium children	Youth Sport Trust: 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 in to other subject lessons; focus in wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day. EEF – sports participation increases educational engagement and attainment. The pandemic impacted pupil health levels and stamina. Ensuring equity of access to enrichment opportunities, particularly sporting festivals, we aim to address this. We have a strong enrichment offer that utilises our membership of the PEPA group with local schools. We ensure that our disadvantaged pupils have targeted access to festivals, competitions and extra-curricular clubs and that cost is not a barrier. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 3
Develop assessment and feedback across the curriculum	New EEF guidance report: Teacher feedback to improve pupil learning Research suggests that schools should prioritise key principles over methods. The report highlights the need for a thoughtfully designed and implemented feedback policy. 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. 3. Plan for how pupils receive and use feedback. 4. Consider how to use purposeful and time efficient feedback. 5. Consider how to use purposeful verbal feedback.	2, 3
Outdoor learning opportunities, alongside	EEF – outdoor adventure learning shows positive benefits on academic learning and	1, 2, 3, 4

<p>participation in Wild Tribe activities, for all pupils across the academic year</p>	<p>self-confidence. Developing children as rounded individuals: children that have fun, grow in confidence, learn new life skills and gain an appreciation of nature are enabled to carry this throughout life The benefits of outdoor learning in the early years National Literacy Trust The Importance of Outdoor Learning (structural-learning.com)</p>	
<p>Residential trips subsidy for pupil premium children (board, transport and lodging)</p>	<p>The importance of resilience in supporting children to address health inequalities is demonstrated in this report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residential are vital in building young people's independence and in turn their resilience.</p>	3
<p>Book Club</p>	<p>A reading club for pupils who struggle to read at home, as well as though who wish to promote reading in school and look after the library. We know that for certain pupils the absence of a quiet space to work at home or childcare commitments of parents can prevent this happening.</p>	2, 3

Total budgeted cost: £22,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Performance – Assessment and Data (attainment)			
Summer Headlines			
EYFS	% achieving GLD	% DP achieving GLD	% SEN achieving GLD
GLD	54.55	33.33	0

	% Pass	% DP Pass	% SEN Pass
Phonics Check Y1	88.89	100	100
Cumulative Y2	100	N/A	N/A

Y4	% achieving 20+	% DP achieving 20+	% SEN achieving 20+
MTC	58.33	33.33	33.33

Attainment Summer 2023 – KS1 Outcomes						
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% SEN meeting standard	% SEN GDS
Reading	84.62	30.77	N/A	N/A	N/A	N/A
Writing	76.92	15.38	N/A	N/A	N/A	N/A
Maths	84.62	7.69	N/A	N/A	N/A	N/A
Combined	61.54	0	N/A	N/A	N/A	N/A

Attainment Summer 2023 – KS2 Outcomes						
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% SEN meeting standard	% SEN GDS
Reading	87.5	0	100	0	100	0
Writing	75	0	75	0	50	0
Maths	75	0	50	0	50	0
Combined	50	0	50	0	50	0

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.

Use of 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 (Autumn 2022 and Spring 2023).

Pastoral interventions are in place and strong. Training for colleagues completed and specific tracking of those receiving interventions monitored 22/23. All Year 2 pupils passed the PSC. Colleagues to be supported with understanding of when to use additional colleagues for intervention – at point of teaching

in lessons. Rapid catch-up phonics for LKS2 pupils completed and gaps in learning fully closed in Phase 2, 3 and 4, with phase 5 needing further support in 2023-24.

DfE devices provided during period of closures remain in homes of most vulnerable pupils. Clinics for parents in 22/23 were not utilised but support for all vulnerable pupils to access the full curriculum and wider curriculum opportunities were strong – all DA pupils attended the residential. Tracking of absence was strong during 22/23, led by HT and Administrator – reduced PA to 10% at the end of the Summer Term, with national figures being greater than 22%. Trust absence letters reviewed and embedded into tracking system used in school for the 2023 - 24 year.

Outdoor classroom completed with support from parents, Trust and the PTA. EYFS outdoor environment enhanced with further resource and quality space. High quality outdoor space utilised by all pupils in Pre-School, Reception and Year 1. Focus on outdoor learning in Y2-6 for 23-24.

Project 100 continued to be used to encourage parental participation and engagement of our families who are suffering disadvantage. However, this did not have the impact we hoped it would. 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. There needs to be a more forensic lens used for each family in the next academic year, to ensure all needs are understood and supported.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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 Trust
Now Press Play	Now Press Play
Wild Tribe	ARENA: Connecting School Sport Pathways
Jigsaw	Jigsaw PSHE/RSHE
Charanga	Cornwall Music Service
TT Rockstar	Pearson
1-1 online maths tutoring	Third Space Learning
Keep-Up Phonics	Little Wandle Letters and Sounds Revised
Catch-up Phonics	Little Wandle Letters and Sounds Revised

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A