

Pupil premium strategy statement - Keyingham Primary School 2024-2027

This statement details our school's use of pupil 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	188
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Victoria White (Headteacher)
Pupil premium lead	Victoria White (Headteacher)
Governor / Trustee lead	Hayley Singleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,280
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57,280

Statement of intent

Our central aim in creating this strategic plan is to improve outcomes for our disadvantaged pupils. The demographic of this cohort in our school is wide-ranging and diverse in their needs. We have a nationally average percentage of pupils who are eligible for the pupil premium funding however we have a significantly elevated percentage of pupils on the SEND register, many of whom overlap with the PPG register. As a result, our intention is to use funding strategically to strengthen classroom and wider-school based practice and support.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring continued improvement and consistently high-quality teaching in English and Mathematics in all year groups to secure the best chances of achievement for our disadvantaged pupils in these cornerstone subjects and beyond.
2	Ensuring we secure the best attendance possible for our disadvantaged pupils through high-quality support and deliberate consideration to remove barriers for pupils.
3	Ensuring the high proportion of our pupils who are eligible for both the PPG and have a recognised SEND have the best possible access to our full curriculum offer and wider school programme of personal development.

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 levels of achievement for our disadvantaged and SEND pupils.	An increased % of PPG and SEND pupils attaining ARE in the internal and external outcomes (ELG, PSC, MTC, KS2 outcomes and Teacher assessments) An increased % of PPG/SEND pupil achieving targets in their LSPs
Improved attendance levels for our disadvantaged pupils through increased	There is currently at -1.8% difference between PPG and non-PPG attendance rates in statutory age groups. A

levels of parental engagement and support.	successful outcome would be to reduce this gap through positive intervention work over the next 3 years.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,349

Activity	Evidence that supports this approach (as stated in the EEF Teaching & Learning Toolkit & Early Years Toolkit)	Challenge number(s) addressed
Leadership of Earlu Reading and Phonics recognised through TLR payment	Phonics: Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	1, 3
RWI Leadership Development Program purchased to support quality of provision in school	Phonics: Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds	1, 3

	and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	
Leadership of English recognised through TLR payment to further develop the Reading Culture in school	<p>Reading for Pleasure Project with the Open University</p> <p>Reading Comprehension Strategies:</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p>	1, 3
Ability to release staff to attend the Maths Hub CPD this year as we further embed Mastery Teaching across EYFS to KS2	<p>Mastery Learning:</p> <p>Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more in-</p>	1, 3

	<p>tensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>More recent mastery approaches do not always have all these characteristics of mastery learning. Some approaches without a threshold typically involve the class moving on to new material when the teacher decides that the majority of pupils have mastered the unit. Curriculum time is varied according to the progress of the class. In other approaches, pupils are required to demonstrate mastery on a test to progress to new material, but there is not a specified threshold of at least 80%.</p> <p>Mastery Learning should be distinguished from a related approach sometimes known as “teaching for mastery”. This term is often used to describe the approach to maths teaching found in high-performing places in East Asia, such as Shanghai and Singapore. Like “mastery learning”, “teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. Although some aspects of “teaching for mastery” are informed by research, relatively few interventions of this nature have been evaluated for impact. Most of the studies in this strand, should be distinguished from this related approach.</p>	
<p>Support in school (1 day per half term) from the Trust Director of English as we develop or Oray techniques in school</p>	<p>Oral Language Interventions:</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to ap-</p>	<p>1, 3</p>

	<p>proaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Feedback:</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	
<p>Contribution towards full time 4th member of staff in EYFS</p>	<p>Communication & Language Approaches:</p> <p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>Play-based Learning:</p>	<p>1, 2, 3</p>

The definition of 'play' and its relationship with the curriculum, the role of adults and the children themselves varies considerably. Play will often be enjoyable for its own sake. Play-based activities might be solitary or social, and involve a combination of cognitive and physical elements. While play is a core part of the experience of children in early years settings and has potential benefits around physical development, relationship building and expressive arts; this evidence summary looks at the impact of play-based learning on cognitive outcomes.

Play-based learning takes place across a range of indoor/outdoor, home-based and educational learning environments. On one end of the continuum is free play, where activities are initiated and sustained by the child. In these activities, the adult has a role in planning and setting up the learning provision, providing resources and materials to enhance learning and support play. The adult interacts with intention and a clear purpose in mind but it is the child who leads and directs the activity. In the middle of the continuum is guided play, which has some level of adult involvement. Examples might include a group of children engaged in pretend play where the adult plans a scenario to take the play and conversation in a new direction. On the other end of the continuum are more staff-led or directed activities, such as games with rules or clearly structured activities.

Some examples of play-based learning may overlap with self-regulation approaches or social and emotional learning strategies. Play-based interventions have been developed to support social, emotional or behavioural development of children. These programmes explicitly aim to improve

	social and cognitive skills by helping children learn how to play.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,292

Activity	Evidence that supports this approach (as stated in the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
Support staff trained to deliver regular 1:1 speech and language programmes (following Bridge SALT referrals and NHS support)	One to One Tuition: One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching	1, 3
Support staff CPD for deliver of RWI teaching and 1:1 keep up sessions.	Small Group Tuition: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 3
Thrive Practitioner hours for SEMH support.	Social & Emotional Learning: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3

	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,639

Activity	Evidence that supports this approach (as stated in the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
Attendance Officer & DDSL hours/CPD/support	<p>Parental Engagement:</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	2

Total budgeted cost: £57,280