

#### *‘At Kineton Green we create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world.’*

**Kineton Green Pupil Premium Strategy 2021-2022**

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| 1. **Summary Information** | | | | | | | | | | | | |
| |  | | --- | | **Academic Year** | | **2021-2022** | **Date of most recent PP Review** | | | | | **September 2021** | | | **Date for next internal review of this strategy** | | **July 2023** |
| **Total number of pupils** | **226** | **Number of pupils eligible for Pupil Premium Grant (PPG)**  **Number of pupils eligible for Pupil Premium Grant (EYPP)** | | | | | **56**  **5** | | | **Number of pupils with Special Educational Needs (SEND) and eligible for PPG** | | **16** |
| **Total PP budget** | **£73,036.50** | **Breakdown**  **EYPP: £1,510.50**  **PPG:** **£70,736 (over academic Year)**  **LAC & PLAC:** **£790** | | | | | | | | | | |
| **PPG Lead**: **Mrs. Jane Markham** | | | | | | | **PPG Governor: Mrs K Kearney** | | | | | |
| 1. **School Data - Profile across the school** | | | | | | | | | | | | |
| **EYSF** | | | **Key Stage 1** | | | | | **Key Stage 2** | | | | |
| **FS1 (nursery) = 5 (25%)** | | | **Year 1 = 9 (30% of cohort)** | | | | | **Year 3 = 6 (20% of cohort)** | | | | |
| **FS2 (reception) = 4 (14%)** | | | **Year 2 = 13 ( 46% of cohort)** | | | | | **Year 4 = 10 (33% of cohort)** | | | | |
|  | | |  | | | | | **Year 5 = 8 (28% of cohort)** | | | | |
|  | | |  | | | | | **Year 6 = 6 (25 % of cohort)** | | | | |
| 1. **Attainment – EYFS, KS1 and KS2** | | | | | | | | | | | | |
|  | | | | | **Pupils eligible for PP**  **(your school)**  **Teacher assessment 2021** | | | | | **Pupils eligible for PP**  **(national average)**  **No national data for 2021** | **All Pupils**  **(your school)**  **Teacher assessment 2021** | |
| **End of Key Stage 2** | | | | |  | | | | |  |  | |
| % achieving expected in reading, writing and maths | | | | | **33% (2 out of 6)** | | | | |  | **57% (13 out of 22)** | |
| % achieving the higher standard in reading, writing and maths | | | | | **33% (1 out of 3)** | | | | |  | **14% (3 out of 22)** | |
| % achieving expected in reading | | | | | **50% (3 out of 6)** | | | | |  | **69% (15 out of 22)** | |
| % achieving expected in writing | | | | | **50% (3 out of 6)** | | | | |  | **63% (14 out of 22)** | |
| % achieving expected in maths | | | | | **33% (2 out of 6)** | | | | |  | **63% (14 out of 22)** | |
| **End of Key Stage 1** | | | | |  | | | | |  |  | |
| % achieving expected in reading | | | | | **20% (1 out of 5)** | | | | |  | **62% (18 out of 29)** | |
| % achieving expected in writing | | | | | **20% (1 out of 5)** | | | | |  | **48% (14 out of 29)** | |
| % achieving expected in maths | | | | | **0% (0 out of 5)** | | | | |  | **59% (17 out of 29)** | |
| % achieving greater depth in reading | | | | | **0% (0 out of 5)** | | | | |  | **24% (7 out of 29)** | |
| % achieving greater depth in writing | | | | | **0% (0 out of 5)** | | | | |  | **10% (3 out of 29)** | |
| % achieving greater depth in maths | | | | | **0% (0 out of 5)** | | | | |  | **17% (5 out of 29)** | |
| **Phonics screening** | | | | |  | | | | |  |  | |
| % achieving the expected standard- in Year 1 | | | | | **62% (8 out of 13)** | | | | |  | **61% (17 out of 28)** | |
| % achieving the expected standard- in Year 2 (all tested Autumn 2020) | | | | | **100% (5 out of 5)** | | | | |  | **83% (28 out of 30)** | |
| **Early Years Foundation Stage** | | | | |  | | | | |  |  | |
| |  | | --- | | % Achieved Good Level of development | | | | | | **44% (4 out of 9)** | | | | |  | **57% (17 out of 30)** | |
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| Key barrier to educational achievement A: Reading comprehension (EYFS focus) The Statutory Framework for the EYFS 2021 has a greater emphasis on comprehension in reading with children being expected to retell stories and narratives using their own words and recently introduced vocabulary. Planned expenditure: £850 Actual expenditure: £904.32 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| The percentage of pupil premium pupils obtaining the expected standard in reading at the end of FS1 will be on par with their peers. | | | | Use of EYFS funding to purchase Story Sacks for all pupils to use. | | | | | 80% of pupil premium pupils met the expected standard in literacy. This compared to 65% of the cohort as a whole.Note: The new assessment approach reports on attainment in literacy and does not break this down into reading and writing. | | | |
| Effectiveness of Strategy | | | | From the data available, this strategy is deemed to be effective. This is the first year of the new assessment approach, so it is not possible to make comparisons to previous years. | | | | | | | | |
| Lessons Learnt | | | | Procuring resources has been effective in improving the outcomes of pupils.Success criteria needs to be more closely in line with assessments systems used. | | | | | | | | |
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| Key barrier to educational achievement B: Number (EYFS focus)The Statutory Framework for the EYFS 2021 has a move towards a deeper understanding of the number system and a mastery approach. It is essential that pupil premium pupils have access to a range of apparatus in order for them to develop the necessary skills.Planned expenditure: £300 Actual expenditure: £350 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| The percentage of pupil premium pupils obtaining the expected standard in number at the end of FS1 will be on par with their peers. | | | | Purchase of concreate apparatus to support the teaching and learning of number. | | | | | 100% of pupil premium pupils met the expected standard in mathematical development This compared to 80% of the cohort as a whole.Note: The new assessment approach does not isolate number as a separate measure. | | | |
| Effectiveness of Strategy | | | | From the data available, this strategy is deemed to be effective. This is the first year of the new assessment approach, so it is not possible to make comparisons to previous years. | | | | | | | | |
| Lessons Learnt | | | | Procuring resources has been effective in improving the outcomes of pupils.Success criteria needs to be more closely in line with assessments systems used. | | | | | | | | |
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| Key barrier to educational achievement C: Number of pupil premium achieving greater depth Higher attaining PP pupils:  DfE Pupil Premium Policy Paper (Autumn Term 2020): *“*Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.”  Though historic school data (2019) shows the % of PP pupils at Kineton Green achieving the higher standard in reading, writing and maths to be above the national average for PP pupils and in line with the national average for all pupils, this standard needs to be maintained and improved upon. School data (teacher assessments summer 2021) shows that this is an area for development as the percentage of pupil premium pupils achieving greater depth was less than their peers.Planned expenditure: £882 Actual expenditure: £0 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| The percentage of pupil premium pupils achieving greater depth will increase across the school in reading, writing and maths.The gap between pupil premium and non-pupil premium will reduce. | | | | Pupils who are either at risk of not achieving greater depth or who have been identified for intervention to move to greater depth will receive targeted teaching. | | | | | Intervention plans could not be implemented fully.The gap is closing in reading for pupil premium pupils - 5% increase in pupil premium obtaining greater depth (all pupils 3% increase).The gap is widening in maths and writing with the percentage of pupil premium working at greater depth in maths and writing remaining unchanged. | | | |
| Effectiveness of Strategy | | | | The increase in seen in reading could be contributed to the new approach to reading which involved careful deployment of teaching assistant during guided reading sessions – refer to barrier E below. | | | | | | | | |
| Lessons Learnt | | | | Careful deployment of teaching assistants leads to improved outcomes of all pupils. | | | | | | | | |
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| Key barrier to educational achievement D: The percentage of pupil premium pupils who are ‘off track’ to meet their targets. Teacher assessment (summer 2021) show that significant numbers of pupil premium pupils were ‘off track’ in reading, writing and maths. A significant gap was noted between pupil premium pupils in writing and in maths (Years 1 -5). Planned expenditure: £58,600 Actual expenditure: £56,096 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| The percentage of pupil premium pupils who are ‘off track’ will reduce.The gap between pupil premium and their peers will reduce. | | | | Teaching assistants and the Pupil Premium Lead to be deployed to deliver small group and 1-to-1 intervention. | | | | | Fewer pupil premium pupils are ‘off track’ in reading, writing and maths. The gap is closing in English for pupil premium pupils.Percentage of pupil premium ‘off track’ – Years 1-6Reading: reduction of 23%Writing: reduction of 23%Maths: reduction of 5%Percentage of all pupils ‘off track’- Years 1-6Reading: reduction of 20%Writing: reduction of 18%Maths: reduction of 5% | | | |
| Effectiveness of Strategy | | | | This strategy has been effective | | | | | | | | |
| Lessons Learnt | | | | Targeted interventions is an effective strategy in improving the outcomes of pupil premium. | | | | | | | | |
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| Key barrier to educational achievement E: Early acquisition of reading   2021 teacher assessments show that at the end of the foundation stage 60% of all pupils (56% of pupil premium) obtained ELG secure in reading. Across Key Stage 1 (Year 1 and 2), 42% of pupil premium and 20% of non-pupil premium pupils non were ‘off track’ to meet their targets based on their EYFS outcomes. Planned expenditure: £13,240 Actual expenditure: £12,240 | | | | | | | | | | | | |
| Intent | | Implementation | | | | Impact | | | | | | |
| The percentage of pupil premium pupils obtaining the expected standard in reading at the end of FS2 will increase.The percentage of pupil premium pupils ‘on track’ or exceeding their end of Year targets in FS2 – Year 3 will increase.The gap between pupil premium and non- pupil premium will close.The percentage of pupil premium reaching the expected standard in phonics at the end of Year 1 will be at least National Average. | | Teaching assistants to be deployed so that every child from FS2 to Year 3 takes part in a reading session that has been tailored to their needs, three times per week.Access: 100% of pupil premium (FS2-Year 3) | | | | Percentage of pupil premium pupils obtaining expected standard in reading in FS2 Due to a shift in how assessments were reported it is not possible to compare the progress directly in English i.e. in the autumn term reading was combined with writing under the category of literacy but was recorded separately in the summer term. Percentage of pupil premium pupils ‘on track’ or exceeding their end of Year targets in Reading (Year 1 -3).The percentage of pupil premium being ‘on track’ or exceeding their targets increased by 32% between autumn 2021 and summer 2022. The gap is now closed with 89% of pupil premium pupils now being ‘on track ‘or exceeding their targets (86% all pupils)Year 1 Phonics screening outcomes50% of pupil premium pupils met the required standard. This is a short fall of 30% of the School Develop Plan target. | | | | | | |
| Effectiveness of Strategy | | This strategy has been effective. | | | | | | | | | | |
| Lessons Learnt | | Careful deployment of teaching assistants leads to improved outcomes of all pupils. | | | | | | | | | | |
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| Key barrier to educational achievement F: Potential access to extra-curriculum activities (after school clubs and educational visits).Planned expenditure: £1300 Actual expenditure: £1400 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| Pupil Premium Pupils will not be charged for extra-curriculum clubs run by the school or for access to trips. | | | | 32% of club places taken by pupil premium pupils (68% non-pupil premium pupils).  This represents 28% of the pupil premium cohort and 20% of the non-pupil premium pupil cohort.  1 pupil was supported to attend a residential visit. | | | | | Pupil premium have equal access to extra-curriculum activities. | | | |
| Effectiveness of Strategy | | | | The strategy is deemed to be effective. | | | | | | | | |
| Lessons Learnt | | | | This is strategy which would be recommended to continue. | | | | | | | | |
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| Key barrier to educational achievement G: Persistent AbsenteeismA disproportionate percentage of pupil premium pupils are persistently absent.Planned expenditure: £1000 Actual expenditure: £1000 | | | | | | | | | | | | |
| Intent | | | | Implementation | | | | | Impact | | | |
| Pupil premium pupils’ attendance will be good. | | | | Attendance panels will be led by the Head Teacher to establish the reason and provide support. | | | | | Persistent absenteeism remains a key barrier. | | | |
| Effectiveness of Strategy | | | | Limited impact has been recorded. | | | | | | | | |
| Lessons Learnt | | | | A more persistent and consistent approach is required targeting pupil premium pupils specifically, including the prompt involvement of the newly formed LA Inclusion Team. | | | | | | | | |