

# Keresley Academies Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Keresley Academies
Number of pupils in school	304 – KG 162 - KN
Proportion (%) of pupil premium eligible pupils	(67 chn) 20% - KG (60 chn) 37% - KN (71 FSM and 44%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Penlington
Pupil premium lead	Amanda Hayward
Governor Lead	Sam Rooke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	88,187 – KN 92,526 – KG 180, 713 - Total
Recovery premium funding allocation this academic year	7,681 – KN 3, 915 – KG 11,596 - Total
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192, 309

## Part A: Pupil premium strategy plan - Statement of intent:

Our strategic approach to the use of additional funding at Keresley Academies will dovetail closely with the EEF Guide to Pupil Premium published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF](#). Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

### Rationale:

- At Keresley Academies we believe that all children have the right to develop a superb understanding of language and wide vocabulary, within a love of stories; and develop a structure for life around the value of respect.
- The two beliefs form our fundamental principles on which we have created our school.
- Together children are: Responsible, Empathetic, Successful, Problem-solvers, Enterprising. Collaborative and Together. This forms the basis for our value of respect.
- We continually review our ethos and curriculum to ensure that we consider research and best practice to improve learning for our community.
- Our School Improvement Plan, reflects this practice and our ambition for our school and the lives that we influence and shape.
- This policy is based on our school aims of:

### Aims:

- **Language:**
  - For children to develop a love of language and stories and use an extensive, rich vocabulary.
- **Learning:**
  - For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.
- **Lives:**
  - To be a community, supportive of each other, living by our value of respect.

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

### **Our Community:**

- Children at Keresley Academies are individuals and come from a range of social backgrounds. They enjoy school, and some are keen to share their achievements. The typical learner at Keresley spends much of their time on technology, keeping up with their peers playing the latest games. Although some children have access to more traditional and outdoor pastimes, many do not. This impacts on social skills, aspiration, general knowledge, vocabulary, spoken and written language and learning behaviours. Children at Keresley Academies lack resilience as learners, often giving up if learning is challenging.

### **Curriculum:**

- To meet the needs of our community of learners, the curriculum at Keresley Academies is based around providing language rich opportunities, with story and reading at its heart.
- There is a focus on Growth Mindsets to promote resilience and the understanding that failure leads to new learning and is exciting.
- For children to be successful in life and learning, we provide a rich curriculum covering a wide range of subjects, a breadth of knowledge and skills for life.

### **Intended Impact:**

- From this, children at Keresley Academies develop the skills to be successful in life with a breadth of knowledge and a wide range of skills that enables them to be Leaders of Learning. Children are articulate and thrive on extending their vocabulary, and read widely and with joy. Children become both independent and collaborative learners who love challenge and understand who they are as learners and as members of society. They develop a broad knowledge of different subjects and use this information to find out more. They are confident in themselves, but also show empathy and compassion to others. Children have high aspirations about their lives and their future. There is a high commitment to the school from children, families and the community.

### **Our Learners**

Keresley Academies use additional funding to devise support and guidance structures close to the learner which are focused upon their learning.

End of KS2 data last year showed that PPG children did better in English than Maths at Keresley Grange and this remains a focus for 2023/2024. At Keresley Newland there was no difference in the core areas.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Learning:</b> Ensuring all teaching is at least good, and the importance we place on the learning for our PP pupils is reflected in planning and learning.
2	<b>Learning and Lives:</b> Children lack strategies to support retention across the subjects.
3	<b>Language:</b> Vocabulary is limited and reading is not embedded in culture and routine.
4	<b>Learning:</b> Maths fluency needs to remain a key focus. Lack of retention of key maths related facts are barriers to progress in maths learning.
5	<b>Learning:</b> Children have limited access to the wider world, including STEM and EXPERT subjects beyond school.

## 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
1. <b>Learning:</b> To ensure Pupil premium children have access to teaching that is at least good, taking into account new staff and roles within school.	All teaching is good, with carefully planned provision for children, including PPG. PPG Provisions are added to Edukey Provision Map.

	Staff have ongoing discussions within teams and with the PPG Lead on the progress of PPG children.
2. <b>Learning and Lives:</b> To ensure Pupil Premium children develop understanding of memory, and its importance in education. The children develop strategies to improve their memory within the Expert Curriculum.	Children and staff have a deeper understanding of memory and how it works to support learning. Memory strategies developing across the school, with children being able to articulate key aspects of learning from previous years. EXPERT Books and class books support this.
3. <b>Language:</b> To ensure Pupil Premium children develop a wide vocabulary through taking part in Phonics, Reading, Word-Work and the wider curriculum.	Children develop a range of vocabulary through the whole curriculum and read widely. Focus is placed on early reading skills, and this is supported through interventions and class teaching. Sessions in school support the wider family.
4. <b>Learning:</b> To ensure Pupil Premium children are fluent mathematicians, and can use and apply number facts.	Maths scores demonstrate accelerated progress. Maths interventions successful. Multiplication check results improve, and children understand the importance of x-table knowledge.
5. <b>Learning:</b> Pupil Premium children benefit from the development of Expert subjects, as per the school plan for all subjects with a particular focus on the development of the STEM learning provision.	Children engage in EXPERT subjects and show high quality learning, recalling their learning and using appropriate subject specific language. Subject leads demonstrate working knowledge of schools, and their subject. Children access STEM learning and can discuss the wider world in relation to their experiences, raising aspirations.
<b>Language, Learning, Lives:</b> Other areas which will benefit Pupil Premium Pupils:  Family and Child Lead Staff - Offer ongoing support and their role provides a key link between school, families, wider agencies and community.	100% take up of enrichment for PP children.

<p>Uniform support – Items purchased and provided for families facing financial difficulties.(On a case-by-case basis) Subsidies for residentials and enrichment opportunities to allow all children to have experiences, with discounts of up to 50%.</p>	
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## 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: £100,309

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<p>Ensure all teaching is at least good. Teachers know their children, and learning reflects this. PP children are identified by teachers and their needs known and barriers overcome. PPA focused on this, including discussion of PPG children. CPD – assessment and feedback, understanding of progress and what it looks like in data and in classroom learning and in books. Monitoring and progress meetings to support. In class coaching in place across school, including ECTs. Increased SLT time and coaching time for ECTs. Additional PPA time for teams to plan together each half term, with the needs of PP children discussed.</p>	<p>EEF – Feedback EEF – Collaborative Learning NFER</p>	<p>1,2,3,4</p>	<p>In 2022/23 the profile of teachers included a high number of ECTs, and progress was made during the year on understanding of inclusion.</p>

<p>Additional time for teachers to review assessments, and identify priorities for each child/groups.</p> <p>NFER tests to identify gaps in learning to support focused teaching, with progress of PP children identified.</p> <p>Additional TAs to support phonics and early reading, with PP children prioritised as appropriate.</p> <p>Teacher released to support phonics, quality of teaching, and leader for PP undertake focused monitoring.</p>			
<p>Memory.</p> <p>Research memory, and trial strategies to support learning within Expert subjects, mapping into curriculum.</p> <p>Release time for subject leads to plan innovative curriculum.</p> <p>KAPOW purchased for support of mixed age teaching in non-core subjects, to support vision.</p> <p>Visit schools with high number of disadvantaged pupils to share strategies for retention.</p>	<p>National College, OFSTED. KAPOW</p>	<p>2</p>	<p>This remains a key area as children struggle to retain key facts and make links.</p>
<p>Vocabulary.</p> <p>CPD – whole staff and induction for new staff.</p> <ul style="list-style-type: none"> <li>• Reading – Book Talk</li> <li>• Word Work</li> <li>• Phonics</li> <li>• AR</li> <li>• Wider Reading</li> </ul> <p>AR – purchased to support wider reading, vocabulary acquisition and comprehension.</p>	<p>EEF – phonics for disadvantaged children.</p> <p>Vocabulary Gap</p> <p>Research, shows that the ability and thirst for reading addresses key vocabulary and relates to eventually income and life-opportunities.</p>	<p>3</p>	<p>Continued work in this area is needed to build on progress.</p>

Reading Eggs – wider support for focus children to use at home and school, with PP children prioritised. Focus on early reading and phonics across school, with support from RWI portal and Development Days. Bottom 20% of readers to read daily.			
Maths: Maths groups in place, with additional staffing to prevent mixed age classes. PP children, carefully grouped for additional support. Research with Origin maths Hub on Maths Mastery and the importance of the knowledge of 10. Continued focus on Maths Mastery with year 2 of the project. Freckle maths – purchased to support individual learning, home learning and personalised approaches, including PP children.	Maths Hub – NCETM, The Essence of Teaching for Master 2016	4	Year One and Learning Walk from Maths Hub demonstrated success for the first year, to be built on in Year 2
Enrichment: Parent pay tracked Swimming KS1/EYFS Theatre and cinema visits Enrichment linked to learning, voluntary contributions STEM resources purchased and times mapped out for children to use Forest School/Gardening TAs Additional Music teacher.		5	Most children took part in enrichment and were not disadvantaged due to cost.

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

Budgeted cost: £12,000 + support staff from previous section

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA/HLTAs support to focus on key children to accelerate learning.	Making Best use of TAs - EEF	1,3,4
Forest School – supporting outdoor learning, emotional regulation and collaboration between children, with PP children prioritised for support.	<a href="#">Forest School Association</a> <a href="#">Cambridge Forests</a> EEF – Collaborative Learning EEF – Emotional Learning	2,5

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – parental engagement, with clear focus on groups and outcomes. Attendance – work with families and wider agencies to improve attendance, including Toolkit and personalised support, working with families to identify and overcome barriers.	EEF – parental engagement DFE – Working Together to Improve Attendance Attendance Toolkit – to support improved attendance DFE, Toolkit for Supporting Communicating Attendance with Families OFSTED – Improving School Attendance	

<p>Work with local network on attendance strategies and local issues.</p> <p>Attendance monitoring and rewards.</p>		
<p>Attachment Project – Family Leads</p>	<p>EEF – Social and Emotional Learning</p>	
<p>Family and Children’s Leads available to support families on overcoming barriers.</p>	<p>EEF – Social and Emotional Learning</p>	











## **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.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Attendance of disadvantaged children was below national but in line with non-pupil premium attendance for 2022/2023.*

*Although statistically low numbers for the end of KS2, KG in terms of percentages, outcomes in Y6 were lower than non-pupil premium children. This was typical across school. In most year groups at KN, the gap was smaller but there are few pupils across school.*

This plan has been updated – Autumn 2023