

Pupil Premium and Recovery Premium Strategy Statement

Keresley Grange and Keresley Newland

This statement details our school's use of pupil premium (recovery premium, covid catch up tutoring grant and for the 2021 to 2022 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	Keresley Academies
Number of pupils in school	295 – KG 135 - KN
Proportion (%) of pupil premium eligible pupils	20% - KG 29% - KN
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly December 2021
Statement authorised by	Nicola Penlington
Pupil premium lead	Amanda Hayward
Governor Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,355 – KG £48,075 - KN
Recovery premium funding allocation this academic year	£8,555 – KG £5,800 - KN
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Covid catch-up	£23,440 - KG £9,760 - KN
School tutoring	£5,603 - KG £4,872 - KN
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,953 – KG £68,507 - KN

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; problem-solvers; enterprising; collaborative; and successful, and 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.

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

At KG, 40% of children in receipt of the PPG funding have identified Special Educational Needs; and 26% at KN.

Attendance for some PG pupils remains below national. 90.7% at KG and 91.4 at KN

Vocabulary acquisition is below average, and impacts on life chances.

Writing results across both school have significantly dipped during the COVID years.

Baseline – September 2021:

	PP on track now (+/- against baseline)	PP on track now (+/- against baseline)	PP on track now (+/- against baseline)	BPVS Average SS 2021/21
	READING	WRITING	MATHS	BPVS
KG Y6	45%	9%	36%	91
KG Y2	33%	33%	33%	80
KN Y6	75%	50%	60%	96
KN Y2	0%	20%	50%	88

Covid catch-up funding will be used to strengthen and deepen this approach, particularly focusing on single age maths teaching across school.

Challenges

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

Challenge number	Detail of challenge
1	Learning: Ensuring all teaching is at least good, and the importance of PPG is reflected in planning and learning.
2	Learning and Lives: Retention and memory is weak and the children lack strategies to support retention.
3	Language: Vocabulary is limited and reading is not embedded in culture and routine.
4	Learning: Maths fluency has deteriorated during the uncertainty of the past two years, and there are key gaps in understanding.
5	Learning: Children generally have limited access to the wider world, including STEM and EXPERT subjects beyond school.
6	Lives: Pupil Premium children benefit from the development of the united ethos of seamless working together across both schools.
7	Learning: PPG children also have additional needs.
8	Learning: To continue to develop The Write Stuff approach to writing, and beyond in the EXPERT curriculum. To use RWI effectively to ensure children apply phonic skills to writing and sentence building, including Fresh Start and 1-1 tutoring. To ensure progress rates in writing are accelerated across school in 2021/22 and beyond.
9	Learning and Lives: Engagement of families can be mixed across both schools. Some concerns regarding attendance of some children.

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
<p>Learning:</p> <p>To ensure all children and those who are pupil premium children have access to teaching that is at least good, taking into account new staff and roles within school.</p> <p>Identify children for accelerated support with TA.</p> <p>Smaller classes organised where possible, for children who have had particularly turbulent education.</p>	<p>All teaching is at least good, with carefully planned provision for children, including PPG.</p> <p>Planning, assessment and monitoring evidences positive provision.</p> <p>PPG lead to spend time with children in class each half term.</p> <p>Progress evaluated each half term.</p> <p>PPG Files in place and used by staff, moving to online resource.</p> <p>Staff can discuss progress of PPG children with depth and understanding.</p>
<p>Learning and Lives:</p> <p>To ensure Pupil Premium children develop understanding of memory, and its importance in education.</p> <p>The children develop strategies to improve their memory within the Expert Curriculum.</p>	<p>Children and staff have a deeper understanding of memory and how it works to support learning.</p> <p>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.</p>

<p>To use a wide range of resources to support memory development.</p>	
<p>Language: To ensure Pupil Premium children develop a wide vocabulary through taking part in NELI, Reading, word-work and the wider curriculum.</p> <p>Ensure focused work each day on vocabulary acquisition, including 'high utility' words.</p> <p>Implement a range of strategies in English lessons to support vocabulary development, including word-collector.</p> <p>Check progress in writing books of vocabulary.</p> <p>Encourage PP to take AR Vocabulary Quizzes CPD for reading is planned and delivered to all staff, including vocabulary.</p> <p>Children are assessed and targeted for NELI and progress monitored.</p> <p>MyOn CPD for new staff and AR updates to support progress and use of diagnostic information on STAR reader.</p> <p>Continued use of RWI, 1-1 tutoring and Fresh Start with continued use of online resources for reference and CPD. All staff teach phonics effectively.</p>	<p>BPVS and reading scores demonstrate accelerated progress.</p> <p>Taking into account small cohorts, children make accelerated progression PIRA scores.</p> <p>AR scores evidence word counts significantly higher than previous year.</p> <p>MyOn used well to support home and wider reading.</p> <p>Soft data: Children contribute in word work lessons.</p> <p>Vocabulary in writing has more impact on the reader, with the FANTASTIC lenses being used well to support.</p> <p>Pupil and family voice shows and enthusiasm for reading, words and books.</p>
<p>Language:</p> <ul style="list-style-type: none"> • Ensure PP children use Accelerated Reader: • Track words read • Add incentives and • monitor progress. • Mentor children who are not reading and increase reward and competition 	<p>An increased percentage of pupils achieve accelerated progress in reading PP children progress at a faster rate than nationally</p>
<p>Learning: To ensure Pupil Premium children are fluent mathematicians, and can use and apply number facts.</p> <p>Additional TAs used in class to accelerate learning.</p> <p>Purchased resources accelerate progress and learning.</p> <p>Use of additional resources to support intervention and in-class.</p> <ul style="list-style-type: none"> • Third Space tutoring for 2 terms: <ul style="list-style-type: none"> • 17 pupils for Fridays at 2.30pm at Keresley Grange 	<p>Maths scores demonstrate accelerated progress.</p> <p>Maths interventions successful, showing accelerated progress.</p> <p>Family Maths Project is well received.</p> <p>STAR maths evidences progress.</p> <p>1-1 tutoring evidences accelerated progress.</p>

<ul style="list-style-type: none"> • 14 pupils for Fridays at 2.30pm at Keresley Newlands • Freckle Maths • Active Maths • Spot on maths • Dynamo Maths 	
<p>Learning: 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. Range of support resources purchased and used well, supporting both teaching and learning.</p>	<p>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.</p>
<p>Lives: Pupil Premium children benefit from the development of the united ethos of working together across both schools. For both schools to be considered high quality provision for the community. Governors work seamlessly, as do staff. Provide increased opportunities for pupil premium children to attend residential learning (at half the advertised cost.) Provide subsidies for children to be able to attend trips and visits Reception – Christmas pantomime treat</p>	<p>Children attend activities together across school, including STEM. Residential activities and wider enrichment activities take place across the year, with both schools accessing these as one community. Progress of children is positively impacted by taking part in wider opportunities.</p>
<p>Learning: To ensure Pupil Premium children with additional needs have their needs met and that they make at least expected progress. For staff to gain wider expertise in ASD, and that classrooms are supportive of children with ASD needs. CPD provided through Coventry SEND. Explore therapeutic aspects of provision - dogs, lego, art, cross school support, enhanced provision. To ensure wider agencies have the impact expected on children with additional needs.</p>	<p>Clear strategies for children with ASD, SEND and PPG. ASD knowledge across school is excellent. Children have clear entry and exit data.</p>
<p>Language, Learning, Lives: Other areas which will benefit Pupil Premium Pupils: RSE – continue for year 2. Spelling – Implement new programme across school. (Jane Considine) KAGAN – Review and include weekly structure in the first instance. Music – Charanga, implement for the year and work towards the Model music Curriculum. Subject Leads – Continue to develop and provide CPD, including use of Kapow resources.</p>	

<p>Writing – continue CPD across school. Subject Lead plans for Expert, RE, PPG, SRE, Reading, Writing, Maths, Spelling. (Additional) Effective PPA, within resource – including PE, Art and MFL. EYFS - Explore mixed Nursery and Reception provision to ensure best practice.</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:

£122,953 – KG

£68,507 - KN

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all teaching is at least good. Teachers know their children, and learning reflects this. 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 ECF. Collaborative learning integral into teaching – KAGAN. Smaller classes and maths groups for 2 terms.</p>	<p>EEF – Feedback EEF – Collaborative Learning</p>	1,7
<p>Memory. Visit to partner school and integrate plans into PPG plan, and learning for all children including PPG. Research memory, and trial strategies to support learning. Map out key indicators to identify improvements in memory.</p>	<p>National College, OFSTED.</p>	2
<p>Vocabulary. CPD – whole staff and induction for new staff. <ul style="list-style-type: none"> • Reading – Book Talk • Word Work • Latin • NELI PPG – children at KN access reading with the school dog, weekly (long-term plan)</p>		3

SEND. CPD to support strategies and knowledge of staff across school, in collaboration with Coventry SEND team. SLT action plan, and review. Interventions in place, demonstrating impact. SENCO - CPD		7
Maths: PPG children, carefully grouped for additional support. Dynamo Maths – considered for PPG children to accelerate progress. Freckle Maths – in class and home learning. Spot on maths – EYFS. Third Space 1-1 tutoring, with 60% PPG pupils. CPD – maths approaches, dyscalculia and the NCTEM research into fluency and importance of the knowledge of 10. Catch up Maths programme. Active Maths.	NCETM EFF – Tiered Model Guide. EFF – Third Space current research project, National Tutoring Programme.	1,2,4,7
Writing: Peer Tutoring – children come together in a KS2 writing club, by invitation and work in pairs to improve a sentence within their writing. Once weekly with the HT/SLT with a relaxed atmosphere. Catch-up Literacy programme	EEF – Peer Tutoring.	3,7,8

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

Budgeted cost:

	KG – BUDGET	KG – ONLINE	KN – BUDGET	KN - ONLINE	ALLOCATED USAGE	
Covid Catch-up	£23,440	£23,120	£9,760	£9,440	2 X Additional TAs £22, 596 (11,298 per school)	
Covid Catch-up Spending	Myon £2,000 PH – Maths £6,226 TA: £11,298		Myon £2,000 HO – Y3-4 £12,324			
Covid Catch-up Balance	£3,916		- £4,564			
School Tutoring	£5,603	£6,075	£4,872	£4,050	Additional TAs:	

					1-1 Reading, comprehension and RWI phonics 1-1 Write Away Together/Peer Support Fresh Start RWI – additional sessions per week	
School Tutoring Spending	Catch-up English - £1,600		TA: £3,722 Catch-up Maths - £1,150		Catch up Literacy - £1,150 + Resources £450 Catch up Maths - £1,150	
School Tutoring Balance	4003		0			
Recovery Premium	£8,555	£8,120	£5,800	£5,800	Maths 30% contribution to Third Space Maths, with 65% PPG children included. £66 per pupil	
Recovery Premium Spending	Third Space 1-1 Tutoring £2,310		Third Space 1-1 Tutoring £1,848 TA: £7,576			
Recovery Premium Balance	£6,345		- £3,615			
Other Income/Redistribution			£10,776			
Overall:			£2,588			

Other:

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI – EYFS	EEF	3
KAGAN – Whole school. £500	EEF	1,2,3,4,5
Leadership of PPG, and ensuring all staff have an in-depth understanding of PPG.		5
Forest School – supporting outdoor learning, emotional regulation and collaboration between children. £10,000	Forest School Association Cambridge Forests EEF – Collaborative Learning EEF – Emotional Learning	2,5,9

School Ethos and Emotional Learning	EEF	1,2,3,5,9
CPD – Working Memory. £500		2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – parental engagement. Attendance monitoring and rewards.	EEF – parental engagement	5,9
Maths – project for families	EEF – parental engagement	1,5
Attachment Project – Family Leads	EEF – Social and Emotional Learning	5,9
Family and Children’s Leads Salary Costs	EEF – Social and Emotional Learning	5,9
Well-being leads and Mental Health training for staff to support colleagues, families and children.	DFE Project.	5,9
Mad Hatters Provision for all children, including a wide range of activities and for PPG children.	EEF – Social and Emotional Learning	5,9
Provide winter fleece for children who need this and sign post to grants available,		9

Specific PPG:

Additional plan on school website published.

Total budgeted cost:

£122,953 – KG

£68,507 - KN

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments.

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
1-1 Tutoring	Third Space Learning

Service pupil premium funding (optional)

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?	Report available on website.
What was the impact of that spending on service pupil premium eligible pupils?	Report available on website.