

Pupil premium strategy statement (2021 - 2024)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Keyham Barton Catholic Primary
Number of pupils in school	2021-2022: 147 2022-2023: 144 2023-2024: 137
Proportion (%) of pupil premium eligible pupils	2021:2022: 46% 2022-2023: 44% 2023-2024: 37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Year 2 2022-2023 Year 3 2023-2024
Date this statement was published	October 2021 November 2022 November 2023
Date on which it will be reviewed	Reviewed twice annually 21-22 Review on website Review of 2021-2022 Pupil Premium Strategy V5.pdf 2022-23: (November 22 and March 23) 2023-24: October 2023
Statement authorised by	Sarah Rowe
Pupil premium lead	Fiona Quick
Governor / Trustee lead	Alaine Cocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22: £80,861 2022-23: £87,697 2023-24: £91,665
Recovery premium funding allocation this academic year	2021-22: £9,552 2022-23: £0 2023-24: £9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021-22: £0 2022-23: £0 2023-24: £0
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	2021-22: £90,413 2022-23: £87,697 2023-24: £100,800

Part A: Pupil premium strategy plan

Statement of intent

"Be who God made you to be and you will set the world on fire." St Catherine of Siena

"A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being."

Pope Francis, June 2013)

Our Curriculum Drivers

Keyham Barton Catholic Primary aims to ensure that all pupils make good or better progress and attain well across all curriculum subjects. Ensuring that all pupils have access to high quality teaching, an effective and well sequenced curriculum, and appropriate resources are integral to this aim. Our Key Keyham Drivers are:

**Wellbeing and Worth
Ambition, Aspiration, Experience
Cognition, Passion and Love of Learning
Values and Agency**

Principles:

- To ensure all children receive quality first teaching, focused on the Rosenshine Principles.
- Teachers assess dynamically, to quickly identify those children who require extra support, especially amongst those who are Disadvantaged, and provide what is needed to overcome children's particular barriers and fill specific gaps.
- High quality programmes are used for reading, writing and mathematics, which provide a strong curriculum on which teaching is based.
- Children with SEND and who are also Disadvantaged, receive bespoke support and intervention, allowing them to make the best possible progress.
- The school will seek to widen the cultural and creative curriculum that these children have access to. Where this has an impact on children's learning, teachers will support children to ensure this does not become a barrier.
- Wraparound care with breakfast is offered to support families with school attendance of disadvantaged children.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- The school will create a positive and nurturing environment where children's opinions are sought and valued. The ideas, concerns and experiences of our disadvantaged children will receive particular attention.
- Teachers will ensure that parents and carers are kept informed of their children's learning, including their next steps. The school will ensure that teachers work with families as partners to support children's learning, SEND and wellbeing needs.
- School leaders will keep governors informed of how they are working to support Disadvantaged pupils.
- In addition to additional specific academic support, other barriers to learning will also be addressed and support will be provided for pupils and their families, so that all children are able to achieve well. Our Pastoral Lead will work with individual children to help them overcome any other identified barriers.

Challenges

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

Challenge number	Detail of challenge																																													
1	<p>Early reading and phonics (decoding and comprehension)</p> <p><i>End of Summer 22 data analysis showing the percentage WA or higher:</i> EYFS word reading: PP = 71%, Non-PP = 65% EYFS comprehension: PP = 71%, Non-PP = 82% Y1: PP = 74%, Non-PP = 78% Y2: PP = 25%, Non-PP = 54% - focus Y3: PP = 60%, Non-PP = 88% - focus on lower end Y4: PP = 77%, Non-PP = 72% Y5: PP = 77%, Non-PP = 93% Y6: PP = 70%, Non-PP = 91%</p> <p><i>End of Summer 23 data analysis showing the percentage WA or higher:</i> EYFS word reading: PP = 75%, Non-PP = 91% EYFS comprehension: PP = 75%, Non-PP = 82% Y1: PP = 57%, Non-PP = 55% - focus Y2: PP = 72%, Non-PP = 80% Y3: PP = 88%, Non-PP = 90% Y4: PP = 51%, Non-PP = 80% - focus on lower end still needed Y5: PP = 75%, Non-PP = 67% Y6: PP = 67%, Non-PP = 92%</p>																																													
2	<p>Emotional Regulation</p> <p>Children struggling with emotional-regulation as a barrier to learning - this has been affected further by COVID and exacerbated by the critical incident. Pastoral Lead / Nurture provision to support children with emotional regulation. Ongoing challenges.</p>																																													
3	<p>Attendance</p> <p>Lower attendance - PSA support. Attendance for all was impacted by COVID a lot in the 21 - 22 academic year, but as seen below, the impact on PP attendance was greater than the impact on Non-PP attendance.</p> <p>Summer 22: <u>Summer term 2</u></p> <table border="1"> <thead> <tr> <th>Year group and PP numbers</th> <th>EYFS</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td></td> <td>7/24 29%</td> <td>7/17 41%</td> <td>8/19 42%</td> <td>11/19 55%</td> <td>9/16 56%</td> <td>13/27 48%</td> <td>13/24 54%</td> <td>68/147 46%</td> </tr> <tr> <td>PP</td> <td>92.07%</td> <td>91.86%</td> <td>91.94%</td> <td>93.79%</td> <td>92.56%</td> <td>92.48%</td> <td>89.06%</td> <td>91.83%</td> </tr> <tr> <td>Non-PP</td> <td>94.03%</td> <td>92.57%</td> <td>95.12%</td> <td>91.53%</td> <td>94.93%</td> <td>93.85%</td> <td>94.04%</td> <td>93.8%</td> </tr> <tr> <td>Difference</td> <td>-1.96%</td> <td>-0.71%</td> <td>-3.18%</td> <td>+2.26%</td> <td>-2.37%</td> <td>-1.37%</td> <td>-4.98%</td> <td>-1.97%</td> </tr> </tbody> </table>	Year group and PP numbers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average		7/24 29%	7/17 41%	8/19 42%	11/19 55%	9/16 56%	13/27 48%	13/24 54%	68/147 46%	PP	92.07%	91.86%	91.94%	93.79%	92.56%	92.48%	89.06%	91.83%	Non-PP	94.03%	92.57%	95.12%	91.53%	94.93%	93.85%	94.04%	93.8%	Difference	-1.96%	-0.71%	-3.18%	+2.26%	-2.37%	-1.37%	-4.98%	-1.97%
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4	<p>Oracy and Writing across the school</p> <p>Poor oracy skills / Poor writing skills - grammar/spelling/handwriting</p> <p><i>End of Summer 22 data analysis showing the percentage WA or higher:</i></p> <p>EYFS: PP = 57%, Non-PP = 53%</p> <p>Y1: PP = 67%, Non-PP = 78%</p> <p>Y2: PP = 13%, Non-PP = 36% - focus</p> <p>Y3: PP = 60%, Non-PP = 88%</p> <p>Y4: PP = 55%, Non-PP = 57% - focus</p> <p>Y5: PP = 54%, Non-PP = 86%</p> <p>Y6: PP = 53%, Non-PP = 82%</p> <p><i>End of Summer 23 data analysis showing the percentage WA or higher:</i></p> <p>EYFS: PP = 60%, Non-PP = 64%</p> <p>Y1: PP = 43%, Non-PP = 50% - focus</p> <p>Y2: PP = 50%, Non-PP = 73% - focus specifically for PP pupils</p> <p>Y3: PP = 43%, Non-PP = 91% - focus specifically for PP pupils</p> <p>Y4: PP = 50%, Non-PP = 80% - focus specifically for PP pupils</p> <p>Y5: PP = 50%, Non-PP = 84% - focus specifically for PP pupils</p> <p>Y6: PP = 67%, Non-PP = 84% (data was externally moderated)</p>																																													
5	<p>Fluency and recall in Maths - particularly KS1</p> <p><i>End of Summer 22 data analysis showing the percentage WA or higher:</i></p> <p>EYFS: PP = 57%, Non-PP = 71%</p> <p>Y1: PP = 83%, Non-PP = 89%</p> <p>Y2: PP = 13%, Non-PP = 27% - focus</p> <p>Y3: PP = 80%, Non-PP = 76%</p> <p>Y4: PP = 88%, Non-PP = 86% 56% full marks on MTC (national = 30%)</p> <p>Y5: PP = 85%, Non-PP = 86%</p> <p>Y6: PP = 62%, Non-PP = 73%</p> <p><i>End of Summer 23 data analysis showing the percentage WA or higher:</i></p> <p>EYFS: PP = 80%, Non-PP = 79%</p> <p>Y1: PP = 71%, Non-PP = 61%</p> <p>Y2: PP = 67%, Non-PP = 82%</p> <p>Y3: PP = 72%, Non-PP = 91%</p> <p>Y4: PP = 63%, Non-PP = 60% - focus</p> <p>56% full marks on MTC (national = 30%)</p> <p>Y5: PP = 76%, Non-PP = 83%</p> <p>Y6: PP = 67%, Non-PP = 85%</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 over 3 years	Success criteria
<p>Raise attainment in reading through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school.</p>	<p>An increase in the % of children reading at home to 85% of the class or more being heard read at home and 100% of children with school support.</p> <p>Reading as a visible priority across the school.</p> <p>% increase in children's reading attainment - particularly those who have been worst hit by COVID (Years 2/3/4) see above data with the aim of raising it so that it is inline with or better than national average.</p> <p>2022-23: March 23</p> <p>100% of children heard read in school at least twice a week with each class having regular volunteers organised.</p> <p>100% of children Y2 and above who are no longer having phonics lessons participate in AR reading and quizzing within school and at home. Next steps, ensure that all pupils meet their personalised quiz point targets each half term by closer monitoring from each class teacher.</p> <p><i>End of Spring 23 data analysis</i> showing the percentage WA or higher:</p> <p>EYFS word reading: PP = 67%, Non-PP = 86%</p> <p>EYFS comprehension: PP = 67%, Non-PP = 93%</p> <p>N.B. only 6 PP EYFS children 1 of whom should be in a specialist setting.</p> <p>Y1: PP = 71%, Non-PP = 51% - whole class focus</p> <p>Y2: PP = 67%, Non-PP = 73% - whole class focus</p> <p>Y3: PP = 86%, Non-PP = 91%</p> <p>Y4: PP = 63%, Non-PP = 80% - PP focus</p> <p>Y5: PP = 75%, Non-PP = 80%</p> <p>Y6: PP = 85%, Non-PP = 92%</p> <p>2022-23: October 23</p> <p>100% of children heard read in school at least twice a week with each class having regular volunteers organised.</p> <p>100% of children Y2 and above who are no longer having phonics lessons continue to participate in AR reading and quizzing.</p> <p>Individual class teachers will arrange support for</p>

	<p>pupils who aren't on track to reach their target number of points and to monitor this weekly.</p> <p><i>End of Summer 23 data analysis</i> showing the percentage WA or higher:</p> <p>EYFS word reading: PP = 75%, Non-PP = 91%</p> <p>EYFS comprehension: PP = 75%, Non-PP = 82%</p> <p>Y1: PP = 57%, Non-PP = 55% - focus</p> <p>Y2: PP = 72%, Non-PP = 80%</p> <p>Y3: PP = 88%, Non-PP = 90%</p> <p>Y4: PP = 51%, Non-PP = 80% - focus on lower end still needed</p> <p>Y5: PP = 75%, Non-PP = 67%</p> <p>Y6: PP = 67%, Non-PP = 92%</p> <p>In most cohorts, PP attainment is still behind Non-PP attainment. In this academic year, Y5 PP pupils and all Y2 pupils need additional support to boost their reading. Y2 has an experienced HLTA alongside a class teacher each day to target those pupils most in need.</p>																																								
<p>Developing pupil's ability to regulate their emotions and be able to access learning - removing barriers.</p>	<p>Children who are focused and engaged in their learning during observations as shown on DDIs where this has been a focus before and after support.</p> <p>There will be an improvement in the perception of verbal and physical bullying.</p> <p>Children will be assertive and equipped for healthier relationships.</p>																																								
<p>The attendance of PP children will rise in line with non-PP children.</p>	<p>95% or greater attendance in all classes for PP pupils.</p> <p>Persistent absentees will receive early intervention and their attendance will start to improve the following half term after the implementation of an IAP.</p> <p>Parents will be supported by class teachers and the pastoral lead to overcome barriers to attending school where an IAP is necessary. This will be evidenced through case studies of those pupils with the greatest barriers to attending.</p> <p>2022-23: March 23</p> <p>Spring term 2</p> <table border="1" data-bbox="742 1881 1380 2038"> <thead> <tr> <th>Year group and PP numbers</th> <th>EYFS</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td></td> <td>6/20 30%</td> <td>7/23 30%</td> <td>6/17 35%</td> <td>7/19 37%</td> <td>8/17 47%</td> <td>8/14 57%</td> <td>13/26 50%</td> </tr> <tr> <td>PP</td> <td>91.86%</td> <td>94.06%</td> <td>92.83%</td> <td>92.57%</td> <td>96.55%</td> <td>90.15%</td> <td>92.4%</td> </tr> <tr> <td>Non-PP</td> <td>93.36%</td> <td>94.07%</td> <td>96.8%</td> <td>94.67%</td> <td>95.56%</td> <td>96.11%</td> <td>94.86%</td> </tr> <tr> <td>Difference</td> <td>-1.5%</td> <td>-0.01%</td> <td>-3.97%</td> <td>-2.1%</td> <td>+0.99%</td> <td>-5.96%</td> <td>-2.46%</td> </tr> </tbody> </table>	Year group and PP numbers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		6/20 30%	7/23 30%	6/17 35%	7/19 37%	8/17 47%	8/14 57%	13/26 50%	PP	91.86%	94.06%	92.83%	92.57%	96.55%	90.15%	92.4%	Non-PP	93.36%	94.07%	96.8%	94.67%	95.56%	96.11%	94.86%	Difference	-1.5%	-0.01%	-3.97%	-2.1%	+0.99%	-5.96%	-2.46%
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Attendance is higher for most PP and Non-PP groups across the school than in Summer 2 21-22. There was a decline in autumn term 2 due to significant bouts of illness, but attendance has continued to rise since then and is anticipated to continue to rise over the warmer summer term. PP attendance is still lower than non-PP attendance in all but Y4 (and Y1, where it is broadly in line).

Individual attendance analysis is carried out each half term for all PP pupils. There has been a decline from 21 persistent absentees in autumn 2, to 9 in spring 2. IAPs are being rapidly implemented and additional support provided where needed. Continue with this, especially for those pupils with the poorest attendance.

2022-23: October 23

Summer term 2

Year group and PP numbers	EYFS 5/19 26%	Year 1 7/25 28%	Year 2 6/17 35%	Year 3 7/19 37%	Year 4 8/17 47%	Year 5 8/14 57%	Year 6 12/25 48%	Average 53/136 39%
PP	93.15%	93.32%	92.03%	92.69%	96.24%	90.74%	93.4%	93.23%
Non-PP	93.41%	94.06%	96.6%	94.15%	96.28%	96.17%	94.78%	94.82%
Difference	-0.26%	-0.14%	-4.57%	-1.46%	-0.04%	-5.43%	-1.27%	-1.59%

Attendance is higher for most PP and Non-PP groups across the school than in Summer 2 21-22 and for our PP students as a whole, it is ~ 1.5% points higher than a year ago. PP attendance is lower than non-PP attendance in all classes, although it is broadly in line in EYFS, Y1 and Y4. There is still a significant negative difference in Y5, but in depth analysis shows that this is as a result of two specific pupils both of whom have IAPs and EWO involvement.

Individual attendance analysis continues to be carried out each half term for all PP pupils. There has been a decline from 21 persistent absentees in autumn 2, to 10 in each of the summer terms (3 of which are for children all in the same family). IAPs are being rapidly implemented and additional support provided where needed. Continue with this, especially for those pupils with the poorest attendance from the start of the academic year.

Raise attainment in writing through rigorously identifying the gaps; improving the quality of teaching through Talk4Writing and ensuring assessment accurate and consistent across the school. Develop pupils' ability to articulate their responses before recording them.

An increase in the percentage of children working at or above ARE in writing to be in line with the aspirational target set for each cohort at the start of the academic year. Targets for the current year groups for the percentage of children at or above ARE:

- Y1: from 54% to 67%
- Y2: from 63% to 75%
- Y3: from 44% to 67%

Y4: from 55% to 65%

Y5: from 60% to 73%

Y6: from 69% to 85%

Children to be working on the spelling bookmarks that are appropriate for their year group so that this doesn't become a significant weakness in a cohort's writing after lockdown having a negative impact on spelling accuracy..

A visible improvement in pupils' handwriting so that it becomes closer in line to the school's handwriting policy and legible to staff within and outside of their class during school and external moderation sessions.

Children can clearly articulate their responses orally across the curriculum as measured through DDIs and pupil conversations with subject leads.

2022-23: March 23

Targets for writing ARE or above for the current academic year compared to actual attainment in Spring 22-23

Y1: target 67% actual 57% - now has an additional teacher in class for writing lessons

Y2: target 75% actual 65% - a target group is now having separate writing lessons 4 days a week with an experienced HLTA

Y3: target 67% actual 67%

Y4: target 65% actual 67%

Y5: target 73% actual 70%

Y6: target 85% actual 77%

Moving forward, ensure all classes have a written record of the spelling bookmark that each pupil is on so that percentage at or above their year group's spellings can be calculated.

2022-23: October 23

Targets for writing ARE or above for the current academic year compared to actual attainment in Summer 22-23

Y1: target 67% actual 48% - now has an additional teacher in class for writing lessons. Will need to be a focus moving forward and have the experienced HLTA in class each day to support.

Y2: target 75% actual 65% - a target group had separate writing lessons 4 days a week with an experienced HLTA

Y3: target 67% actual 73%

Y4: target 65% actual 67%

	<p>Y5: target 73% actual 64% - dropped from spring Y6: target 85% actual 76%</p> <p>Monitor that all classes have a written record of the spelling bookmark and year group spellings that each pupil is on so that percentage at or above their year group's spellings can be calculated.</p>
<p>Improved recall and fluency of key facts in maths.</p>	<p>Children to be on age-appropriate rapid recall cards (a personalised system for our school that groups key facts (sticky knowledge) for each year group onto colour-coded cards with incentives for moving up a level).</p> <p>All pupils will have a weekly in-school session on IXL and their progress in months will be visible to see on the program in line with or greater than the number of months they have spent on the system.</p> <p>Children will know the necessary facts to access their maths lessons by having support and interventions to catch-up with any missed facts from earlier rapid recall cards.</p> <p>Children to show measurable progress on TTRS (with at least an 7 point increase in their soundcheck baseline score each year from Y2 - Y4 and the maintenance of 25/25 in their soundcheck after the Y4 MTC/further support to achieve this level in Y5/6) and the equivalent progress for Numbots.</p> <p>2022-23: March 23 Y4 MTC prediction is 56%, which is the same as last year and above the 30% national average figure for last year. Continue with additional strategies employed last year, including precision teaching of individual gaps.</p> <p>Moving forward, ensure all classes have a written record of the rapid recall card that each pupil is on so that percentage at or above having rapid recall of their year group's key maths facts can be calculated.</p> <p>2022-23: October 23 Y4 MTC results matched the target of 56%, which is the same as last year and above the 30% national average figure for last year. Continue with additional strategies employed over these last two years, including precision teaching of individual gaps. Children who did not score full marks on the MTC last year and who</p>

	<p>are now in Y5 are benefitting from having Y4 children in their class allowing these pupils to still have regular tables practice.</p> <p>Moving forward, we have moved away from rapid recall cards because of a need for fidelity to the Power Maths scheme adopted by the trust. There are online learning aspects as part of the Power Maths package. All the children have been signed up to this, but consistent use needs to be adopted before the impact can be recorded and evaluated.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Pupils' oral language is more developed. Pupils' word count is greater.</p> <p>More pupils answer more questions in greater depth.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
<p>Improved metacognition and self-regulation.</p> <p>Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident.</p>	<p>Metacognitive skills to be explicitly evident across all curriculum subjects.</p> <p>Classrooms reflect strong attitudes to learning for all disadvantaged children.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Good provision for emotional, social, physical and spiritual development.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year (2023/24)

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: £ 31,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults in EYFS and Key Stage One ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively</p> <p>Phonics groups have high proportion of adult support to ensure small targeted groups.</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	<p>1, 2, 3, 4, 5</p>
<p>High Quality Teaching underpinned by CPD and peer review (Rosenshine principles; metacognition; self-regulated learning; language development and comprehension)</p> <p>Writing focus - Talk for Writing and Oracy</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded. Professional development to help teachers implement the core teaching elements will be a priority. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all.</p> <p>While we expect PP children to be major beneficiaries of the approach, The Write Stuff is designed to benefit all children, diminishing the difference and improving standards in writing across the board.</p>	<p>1, 2, 3, 4, 5</p>

<p>To improve the teaching of writing through the use of T4Writing from Rec to Y6 so that all pupils make accelerated progress especially at the higher standard.</p>	<p>QFT is crucial and must come first in order to make a significant impact on standards. While we expect Pupil Premium children to be major beneficiaries of the approach, Talk4Writing is designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board.</p>	
<p>To improve the quality of education at Keyham Barton by ensuring all subject leads have a positive impact on the outcomes. This will be achieved through improved subject knowledge of staff and a developmental coaching/mentoring programme based on the CAST Principles of Teaching. Development Drop-ins (DDIs)</p> <p>To improve the quality of education at Keyham Barton by ensuring all subject leads have a positive impact on the outcomes through improved subject knowledge of staff and a developmental coaching/mentoring programme based on the CAST Principles of Teaching.</p>	<p>Coaching and Mentoring of subject leaders to develop subject leader confidence and knowledge across the curriculum and to further develop our mastery approach in mathematics through the embedding of 'Power Maths in mixed age classes. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all. Developmental drop ins based on the principle of marginal gain, will support teachers to develop best practice informed by research.</p>	<p>2,3, 4, 5</p>
<p>Release of subject leaders to attend training and disseminate to other staff (Oracy Project [CAST and Plymouth], Subject Hubs, No More Marking Writing CPD)</p> <p>Coaching/mentoring by SLT alongside high quality CPD to develop subject leaders. AHT to lead on oracy and develop whole school strategy.</p>	<p>Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)</p>	<p>1, 2,3, 4</p>
<p>CPD to increase the impact of TA support in terms of academic and pastoral interventions for pupils.</p> <p>Continuing - One member of staff is undertaking the NPQLBC and we have two new apprentice TAs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>

<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Power Maths Progress Tests have been purchased to replace PUMA so that the assessments are aligned with the programme.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Release for teachers to ensure high quality provision and outcomes for PP pupils to inform planning teaching and individual support plans</p> <p>Continuing</p>	<p>Diagnostic assessment practices and the forensic analysis of data is crucial in tracking the attainment and progress of pupils so as to ensure needs are met through a differentiated and individual needs-based approach.</p>	<p>2,3,5</p>
<p>Accelerated Reader</p>	<p>Other schools in our trust report that Accelerated Reader has had a positive impact on children's engagement with and attainment in reading.</p> <p>This resource will benefit middle and higher attaining pupil premium children, as well as those who find reading more challenging. This is a key recommendation from the EEF.</p> <p>Children need to be fluent readers in order to fully access and learn from and about the wider curriculum.</p>	<p>1</p>
<p>RWI Training</p>	<p>EEF research reports that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. This CPD will provide this.</p> <p>It will ensure that there is a consistent, effectively implemented approach to the delivery of a systematic phonics programme, which is the third recommendation of the EEF's Guidance Report for Improving Literacy in KS1.</p>	<p>1</p>

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

Budgeted cost: £24,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Writing conferencing</i> Teachers to be released to provide 1:1 writing conferencing for PP children who are under-achieving or at risk of underachieving (Participation in Able Writers events/drama).</p>	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>1,2</p>
<p>RWInc Phonics intervention Small group interventions in phonics/reading (Pinny time and pre-teaching) with individual target focus. Daily Precision Teaching to address gaps where needed and high quality resources to support children's learning (Accelerated Reader, Dyslexia Gold). Parental workshops to provide support. Continued - Support from Ilsham hub with whole school CPD and leadership support to ensure the quality of provision is of a high standard.</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit).</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2 months</p>	<p>1, 2</p>

<p>Small group tutoring in mathematics (pre-teaching, gap filling, fluency) following diagnostic analysis of assessments (NfER and IXL, Power Maths)</p> <p>Daily fluency and skills practice - TTRS, Power maths, IXL, Numbots).</p> <p>Parental workshops to provide support. Continued - School Jam, Maths Flex and Power Maths progress tests.</p>	<p>When used effectively diagnostic assessment can help us adapt our teaching to the specific needs and difficulties pupils experience, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge This approach to adaptive teaching and assessment is integral to high quality teaching.</p> <p>EEF</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>3,4, 5</p>
<p><u>2023-2024 Academic Year</u></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic: small group (groups of 3) interventions in phonics/reading and mathematics with individual target focus for 15 hours per pupil.</p> <p>Use of school funds to provide tutoring.</p>	<p><u>2023-2024 Academic Year</u></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one after school:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups of three for 15 hours in total:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2 months</p>	<p>2, 3, 4</p>

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

Budgeted cost: £45,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly individual/small group pastoral and behaviour support (ELSA/learning mentoring)</p> <p>Continuing</p>	<p>EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>Sutton Trust: Social & emotional aspects of learning +4 months</p>	<p>4, 5, 6</p>
<p>Plymouth Multi Agency Support Team (MAST)</p> <p>Mentor, therapist, Educational Psychologists, Family Support Workers</p> <p>Group referrals to meet SEMH needs of pupils and to maximise impact.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support.</p> <p>Research suggests high impact strategies and positive talk maintains momentum for improvement.</p> <p>Metacognition & self-regulation +8 months</p>	<p>4, 5, 6</p>
<p>Connect 2 - Early Help</p> <p>DDSL to monitor attendance alongside SLT lead. Attendance Lead to attend attendance conferences and workshops facilitated by PCC</p>	<p>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. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Parental involvement +3 months</p>	<p>5, 6</p>

<p>Bereavement and Loss support through the Rainbow/Sunbeams programmes.</p>	<p>There is a negative impact of losing a parent on both grades and the level of education they completed. In particular: Children from homes with low socio-economic resources underperform academically, and this Impact is stronger on girls.</p> <p>CRUSE</p>	
<p>Higher Level Teaching Assistant (HLTA)/Trauma Informed Practitioner to support families</p>	<p>Raises the importance of attendance. Gaps are not missed. PSA spends over half her time working with the families of PPA children. The needs of families often require a supportive approach so that children can learn</p> <p>Parental involvement +3 months</p>	<p>1,2,3,4,5,6</p>
<p>SENDCo to ensure early identification of vulnerabilities/needs; to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully; to support parents at early intervention stage leading to improved outcomes.</p> <p>Continuing - Coaching and mentoring programme in place to support and develop SENDCO</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn</p> <p>Meta-cognition and self-regulation +8 months</p> <p>Children who are doubly disadvantaged (they receive PP funding and they are SEN - 56% of all SEN pupils) in our setting perform poorer on average than children who belong to just one category. Therefore these children need additional support to ensure that they are reaching their full potential.</p>	<p>2,3,5</p>
<p>Provision of experiences which build cultural capital eg trips, clubs, residential and Rock Steady (including financial support) to ensure all children can access extra-curricular provision.</p> <p>Continuing Start Small, Dream Big Project Think Equal</p>	<p>Children from low income families should not lose out on the educational experiences and opportunities.</p> <p>Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months</p> <p>PP attendance remains below non PP with some key pupils being responsible for this difference. When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group - NFER 2015, Supporting the Attainment of Disadvantaged Pupils Addressing Behaviour and Attendance.</p>	<p>4, 5</p>

Provision of second-hand uniform through swap shed	In the current economic climate, many families are struggling to provide school uniform. While efforts have been made to reduce the cost (removing the requirement for school logo items) many still struggle to provide the basics.	
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Total budgeted cost: £100,800

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 2021 to 2022 academic year.

Please see end of year report. [Review of 2021-2022 Pupil Premium Strategy V5.pdf](#)

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
Read Write Inc.	Ruth Miskin Training
Accelerated Reader	Accelerated Reader
Power Maths	Pearson
Start Small, Dream Big	Teach First
Counting Collections	Nottingham University (EEF)
Bag of Maths	Plymouth LA
Think Equal	Global Initiative - Plymouth Virtual School
NELI	Pearson