



Cheshire Academies Trust
Inspiring hearts and minds

**Pupil Premium
Report
Kelsall Primary & Nursery School
2021-2024**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium 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	Kelsall Primary & Nursery
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	3.7% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	David Wearing
Pupil premium lead	Sarah White
Governor / Trustee lead	Holly Stowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,806.25
Recovery premium funding allocation this academic year	£4,830.31
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£15,636.56

Part A: Pupil premium strategy plan

Statement of intent

- To provide a high quality classroom experience across the curriculum
- To provide extra tuition in key subjects as required in order to maximise pupil achievement
- To provide a personalised timetable and tuition for each pupil in receipt of pupil premium
- To support social and emotional learning
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on achievement
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment
- To ensure all PP children have the best opportunities to achieve their academic and personal potential.

How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions and support eligible children with their emotional and social needs.
- It enables us to invest in a whole school emotional and social wellbeing support via Learning Mentor.
- It enables us to provide additional support to families so that children are able to take part in a wide variety of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	All children's social and emotional wellbeing has been affected by their experiences through the pandemic. Learning Mentor time is needed to support pupil premium pupils with their well-being and resilience. By using the 7C's pupil interview tool we will be able to measure the impact of these interventions.
2	Some of our disadvantaged pupils didn't attend our reduced provision during the two lockdown periods and this has impacted on their current attainment. We are targeting individual areas of need, highlighted from on-going assessments. Priority is given to phonics, reading, writing and maths. Teachers know and are ensuring focus on pupil premium children
3	Some of our KS1 disadvantaged pupils also have SEND needs and they require focused support.
4	KS2 attainment of some pupils eligible for pupil premium is high and other support to challenge and extend these pupils through tuition is required.
5	Family situations, availability of good role models, resources, time.

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.


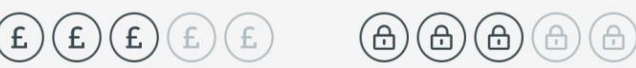

Intended outcome	Success criteria
To support disadvantaged pupils in order that they to make good or better progress and meet their end of year and KS targets.	Disadvantaged pupils achieve a positive progress score by the end of KS2 Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM) Disadvantaged pupils across the school achieve a standardised score over 100
Increase confidence and self-esteem of individuals enabling them to access academic learning	Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently with and without support of a teaching assistant.
Improve social experiences and provide enrichment opportunities	Improve self-esteem and confidence of disadvantaged pupils.



Activity in this academic year 2021-2022

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

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

Budgeted cost: £ 11,206.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue one to one tuition and group tuition £4,830	Building in the work done last year and the lessons learnt from that period, it is proven that specific barriers learning can impact drastically on children's learning from that point. One to one tuition gives children the chance to address those barriers directly in a more focused way, which will hopefully lead to overcoming such barriers. <u>Small group tuition:</u>  <u>One to one tuition:</u> 	2,3,4
Continue to implement well-being and mental health interventions from Learning Mentor who is ELSA and Drawing for Talking trained. £5000	As a school we have noticed that many children, including those that are in receipt of PPG, require additional emotional and well-being support to enable them to work through difficulties and to develop self-help strategies. This is best achieved through having a learning mentor who is trained and can oversee this area of school development and support. <u>Social and emotional learning</u> (EEF cost, evidence strength and impact: 	1

<p>Continue to support in the mastery curriculum</p> <p>£376.25</p>	<p>Rationale is twofold, to support children accessing the mastery curriculum firstly, but also to aid them in developing resilience and confidence at overcoming challenge and accessing the same type level work as their peers.</p>  	<p>2,3</p>
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further Learning Mentor Training</p> <p>£1500</p>	<p>The learning mentor is required to attend continuous supervision sessions after training as an Emotional Literacy Support Assistant (ELSA). Additional training in other areas of children's mental health and well-being is required to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium conferences are also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils.</p>	<p>1</p>

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

Budgeted cost: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial assistance to participate in Club and breakfast club.</p> <p>£500</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life.</p>	<p>2,3,4</p>
<p>Residential Trips-Outdoor Learning including day trips</p> <p>£1000</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment. Evidence from previous years shows children return to school from residential and other trips with heightened confidence and engagement.</p>	<p>1</p>
<p>Purchase of resources for use within teaching and learning</p>	<p>Tailored resources are an additional tool to help support academic progress and help children achieve their potential especially if a specialised resource is required to support a special educational need. Additionally they are a</p>	<p>2,3</p>

£200	valuable tool at helping children build resilience and independence when learning, with such resources being used independently without reliance on classroom staff support.	
Financial assistance with uniform purchases. £400	School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being.	1

Total budgeted cost: £ £15,636.56

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

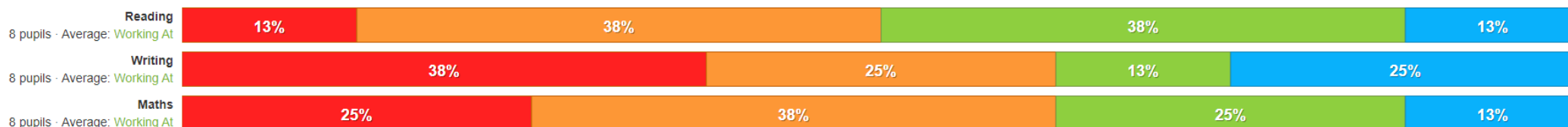
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2. Current Attainment for Disadvantaged Pupils

Attainment Overview for Pupils (from 2020-2021) who are Ever6 FSM - 2020-2021 Summer 2 - Main Assessment

Print

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



End of KS2 Attainment		
	Pupils eligible for PP 2020 (2 pupils)	Pupils not eligible for PP
% achieving EXPECTED in reading, writing and maths	0%	90%
% achieving EXPECTED in reading	100%	94%
% achieving EXPECTED in writing	100%	92%
% achieving EXPECTED in maths	50%	94%
% achieving AT GREATER DEPTH in reading	0%	39%
% achieving AT GREATER DEPTH in writing	0%	31%
% achieving AT GREATER DEPTH in maths	0%	50%
End of KS1 Attainment		
	No PP children	
% achieving EXPECTED in reading	-	70%
% achieving EXPECTED in writing	-	64%
% achieving EXPECTED in maths	-	86%
% achieving AT GREATER DEPTH in reading	-	23%
% achieving AT GREATER DEPTH in writing	-	7%
% achieving AT GREATER DEPTH in maths	-	33%

Year 1 Review (2021-2022)		Amendments for next year	Year 2 Review (2022-2023)		Amendments for next year
Impact	Issues		Impact	Issues	
Overall review: End of Year 3 (2023-2024)					
Desired Outcome	Actions / Approach	Estimated Impact		Lessons Learned	Cost

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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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

