

Pupil Premium Strategy Statement



Keevil Church of England Academy

part of Acorn Education Trust



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Keevil CofE Academy
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	5.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	12/2023
Date on which it will be reviewed	12/2024
Statement authorised by	Lindsey Hermon and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Maria O'Brien
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
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	£

Part A: Pupil premium strategy plan

Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. Outcomes for 22-23 public examinations showed that the gap post-Covid is not closing. We know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners underpinned by clear and effective processes. Our vision and mission over the next ten years is:

Vision – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

Mission – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. With emphasis on a collective and sustained approach, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Attendance - Getting them into school and keeping them in school.
3. High-quality teaching - teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our parents and carers to engage with school and learners to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

Challenges

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

Challenge number	Detail of challenge
1	Learners from disadvantaged backgrounds were impacted more significantly educationally during school closures as a result of the Covid-19 pandemic. Impact Ed: Lockdown Lessons report showed 47% of PP learners understood their school work when learning at home compared to 57% of non-PP students. Our monitoring of engagement in remote learning during the period of school closure from January to March 2021 showed 87.5% Non-FSM pupils took part in virtual lessons and home learning, compared to 59.6% of FSM pupils. Overall gaps in knowledge and understanding are therefore greater for this group of children, and they require more intensive catch-up.
2	Learners from disadvantaged backgrounds do not read as well as their peers. This is indicated by the average results from standardised tests both nationally (non-FSM6 78% compared to FSM6 60% achieving expected standard at KS2 SATS 2023) and in our school (in NFER/SATS tests, non-FSM6 have an average score of 105.8 whilst FSM6 have an average score of 104.8, 2023) All results from July 2023. This impacts on access to the rest of the curriculum and their ability to learn independently. Learners from disadvantaged backgrounds do not read as widely as their peers resulting in lower levels of vocabulary which also impacts negatively on reading skills.
3	Learners from disadvantaged backgrounds do not write as well as their peers. National KS2 Test results from July 2022 showed a 14% gap between the achievement of disadvantaged children in writing to their peers (58% compared to 77%). In our school we have found writing the area that has been hardest to fill gaps following Covid-related disruption of schooling. At the end of July 2022, 100% of learners in reading and maths had regained their pre-Covid learning trajectory, but only 93% of pupils have retained their prior attainment level in writing. Disadvantaged learner have been more severely affected than their peers in this area, with only 50% of FSM6 pupils achieving their age-related Expected standard in writing (July 2023).
4	The wellbeing of learners from disadvantaged backgrounds was more significantly impacted than that of their peers by the Covid-19 pandemic. Parents of FSM children reported significantly higher levels of anxiousness in their children - 3.75 compared to the average for all children of 2.75 (Data from 'State of the Nation 2020: children and young people's wellbeing' report by the DfE). Within our school since it's re-opening in March 2021, our ELSA has worked with 12.6% of Non-FSM pupils following class teachers requesting wellbeing support for these children, compared to 20% of FSM pupils. Therefore this group of children need extra support to ensure that they can develop strategies to manage their wellbeing so that they are ready and able to learn in the classroom.
5	The Curriculum needs to fully meet the needs of disadvantaged learners, and provide the richness of experiences they require to enhance their cultural capital.

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>By the end of July 2024, the achievement gap between learners in the FSM6 category and their peers will have closed.</p>	<p><i>At the end of 2022-23 gaps between FSM6 achievement and their peers were:</i></p> <ul style="list-style-type: none"> • <i>Reading – average point score -1.0</i> • <i>Maths – average point score +0.8</i> • <i>Writing – achieving Expected standard -15%</i> <p>At the end of 2023-24 we aim for average point score to be at least equivalent, and the writing gap to be reduced by 8%.</p>
<p>By the end of July 2024, disadvantaged learners will be achieving in line with their peers in reading or at least have significantly closed the gap.</p>	<p><i>At the end of July 2023 the gap in reading had reduced to -1.0 average point score.</i></p> <ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in reading year upon year. • All learners will be reading in school at least 3 times per week in different groupings. • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress.
<p>By the end of July 2025, disadvantaged learners will be achieving in line with their peers in writing or at least have significantly closed the gap.</p>	<p><i>At the end of July 2023 the Writing gap had reduced from 21% the previous year to 15%</i></p> <ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in writing year upon year. • All learners will be receiving extra support for writing in school, either through in-class targeted work with adults or specific intervention activities. • Teachers will use whole school approaches to develop creativity in writing, and drive the motivation of pupils to write.
<p>By the end of July 2024, disadvantaged learners will report similar levels of wellbeing to their peers, and show increased levels of engagement with learning in school leading to improved outcomes.</p>	<p><i>In 2022-23, 10.4% of non-FSM6 pupils accessed ELSA support and 33.3% of FSM6.</i></p> <ul style="list-style-type: none"> • ELSA support prioritised for FSM6 pupils, but similar numbers of FSM6 and Non-FSM6 children are requiring this support.

	<ul style="list-style-type: none"> • School's PSHE curriculum to be reviewed and up-dated to ensure high quality, progressive learning for all children including the use of Jigsaw resources. • Whole School Thrive approaches embedded across the school's behaviour management systems. • Any targeted intervention will show positive impact both academically and on wider school life, shown through improved learning outcomes, attendance, behaviour and improvements on the GL ELSA questionnaire.
<p>By the end of July 2024 learning opportunities across the curriculum will be embedded to provide experiences and cultural capital for FSM6 pupils, and to help them learn and remember more.</p>	<ul style="list-style-type: none"> • Embed programme of termly retrieval sessions. • Continue programme of visitors and trips to enhance learning across the curriculum. • Continue Music Enrichment programme across the school. • Embed Art Enrichment programme across the school. • Developing English Enrichment programme across the school.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of StepLab Instructional Coaching model to enhance opportunities for and impact of improving the quality of teaching and learning across the school.	The EEF supports Mentoring and Coaching as an effective strategy for ensuring high quality teaching. Teachers who have access to high quality CPD are more likely to stay in schools.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school. Teachers who have access to high quality CPD are more likely to stay in schools.	All

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for Speech, Language and Communication Needs. Training costs plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	1, 2, 3
Small group tutoring and intervention in maths and English for disadvantaged children who have been identified as requiring	There is extensive evidence supporting the impact of high-quality small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where	1, 2, 3

support to meet specific needs and/or catch up. Intervention to be monitored for impact.	pupils will most benefit from additional practice or feedback.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support. Cost of training a new ELSA plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	4
Enrichment programmes in Art, Music and English.	EEF research shows that Arts participation has a moderate impact on children's outcomes.	5
Continue programme of visitors and trips to enhance learning across the curriculum.	Sociologists find cultural capital or the social assets of a person (including intellect, education, speech pattern, mannerisms, and dress) promote social mobility (Harper-Scott and Samson 2009). Cultural capital provides people access to cultural connections such as institutions, individuals, materials, and economic resources (Kennedy 2012). Individuals with cultural capital deficits face social inequalities (Reay 2004).	5
Outdoor Learning curriculum delivered through Forest School sessions for all and Outward Bound programme for KS2.	Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years – The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes, 2012.	All
Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty.	All

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Review
By the end of July 2023, the achievement gap between learners in the FSM6 category and their peers will have closed.	<p>At end of 2021-22 gaps between FSM6 achievement and their peers were:</p> <ul style="list-style-type: none"> • Reading – 18% • Writing – 21% • Maths – 21% <p>At the end of 2022-23 we aim for gaps to be reduced by at least 8%.</p>	<p>At the end of 2022-23 gaps between FSM6 achievement and their peers were:</p> <ul style="list-style-type: none"> • Reading -9% • Writing -15% • Maths -10% <p>Although FSM6 pupils remain behind their peers, the gap is closing showing that actions taken by the school have had impact.</p>
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in reading or at least have significantly closed the gap.	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in reading year upon year. • All learners will be reading in school at least 3 times per week in different groupings. • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress. 	<p>End of KS2 outcomes 2022</p> <p>Reading Scores:</p> <ul style="list-style-type: none"> • Non-FSM6 <ul style="list-style-type: none"> ○ Mean = 106.2 • FSM6 <ul style="list-style-type: none"> ○ Mean = 79.5 <p>End of KS2 outcomes 2023</p> <p>Reading Scores:</p> <ul style="list-style-type: none"> • Non-FSM6 <ul style="list-style-type: none"> ○ Mean = 109 • FSM6 <ul style="list-style-type: none"> ○ Mean = 104 <p>Although FSM6 pupils remain behind their peers, the gap has been reduced from 26.7 to 5, showing that actions the school has taken have had impact.</p>
By the end of July 2025, disadvantaged learners will be achieving in line with their peers in writing or at least have significantly closed the gap.	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in writing year upon year. • All learners will be receiving extra support for writing in school, either through in-class targeted work with adults or specific intervention activities. • Teachers will use whole school approaches to develop creativity in writing, and drive the motivation of pupils to write. 	<p>At the end of 2022-23, the gap in attainment in writing between FSM6 and non-FSM6 pupils has reduced from 21% to 15%.</p> <p>This shows that actions the school has taken have had impact.</p>

<p>By the end of July 2023, disadvantaged learners will report similar levels of wellbeing to their peers, and show increased levels of engagement with learning in school leading to improved outcomes.</p>	<ul style="list-style-type: none"> • ELSA support prioritised for FSM6 pupils, but similar numbers of FSM6 and Non-FSM6 children are requiring this support. • All learners to receive at least twice termly sessions delivered by outside professionals through the schools Wellbeing Programme. • School's PSHE curriculum to be reviewed and up-dated to ensure high quality, progressive learning for all children. • Any targeted intervention will show positive impact both academically and on wider school life, shown through improved learning outcomes, attendance, behaviour and improvements on the GL ELSA questionnaire. 	<ul style="list-style-type: none"> • The percentage of FSM6 accessing ELSA support increased in 2022-23, from 14% to 33%. Although this is in part due to an increase in need, it also reflects the priority given to FSM6 pupils to access this provision. • Wellbeing Programme led by Vibes continued throughout 2022-23 with all children receiving twice termly sessions. • Work was undertaken to up-date the PSHE curriculum, including the interweaving of resources from the Jigsaw scheme. • Whole School Thrive approach introduced.
<p>By the end of July 2023 learning across the curriculum will be enhanced and enriched to provide experiences and cultural capital for FSM6 pupils, and to help them learn and remember more.</p>	<ul style="list-style-type: none"> • Development of teaching and learning strategies that support retrieval and spaced learning techniques. • Re-instigation of school programme of visitors and trips to enhance learning across the curriculum. • Embedding Music Enrichment programme across the school. • Starting Art Enrichment programme across the school. • Developing English Enrichment programme across the school. 	<ul style="list-style-type: none"> • School's curriculum map has been improved to ensure that provision is constantly evolving to reflect best current practice. • Termly retrieval sessions have been introduced to help children learn and remember more. • On-going retrieval strategies have been integrated within non-core lessons to help children learn more and remember more. • Trips and visits were enabled for all children across the school, including residential trips. • Music and Art enrichments programmes enabled children to work with professionals and increase their exposure to the breadth of these subjects. • All children were enabled to go on a trip to an age-appropriate show at a theatre.

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
National College CPD	The National College
Walk Thrus	Tom Sherrington and Oliver Caviglioli
Little Wandle SSP	Collins Big Cat
Jigsaw PSHE	Jigsaw Education Group
Steplab	Steplab Ltd

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?	<ul style="list-style-type: none"> Emotional Literacy Support Ensuring a broad, balanced and rich curriculum for all through specialist music, French and PE teachers delivering whole class lessons. A programme of enrichment events across the school focused on music, art and English. Accelerated learning to close the attainment gap, including higher ability children achieving greater depth.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ELSA support was accessed by a Services pupil and their family to support a move for the family following a new posting for the parent. Outcomes for Services children in July 2023: Reading – 100% Expected 33% Greater Depth (80% non-Services) Writing – 100% On Track 33% Greater Depth (69% non-Services) Maths – 100% On Track (83% non-Services)

Further information (optional)

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