

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	Kents Hill School & Nursery
Number of pupils in school	74 (58+16)
Number of Pupils attracting Pupil Premium Grant	14 total (12 +2 in Nursery)
Proportion (%) of pupil premium eligible pupils	Nursery + R-Y2 = 19% Nursery = 12.5% R – Y2 = 20.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Mackie (Headteacher)
Pupil premium lead	Jane Mackie
Governor / Trustee lead	Justine Ives

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,140
Recovery premium funding allocation this academic year	£2,000
School led tutoring grant	£1,215
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	£20,355

Part A: Pupil premium strategy plan

Statement of intent

At Kents Hill School & Nursery we aim to provide education for all children that is engaging, challenging and relevant to living in Milton Keynes as well as the wider world. An education that takes into consideration challenges faced by our community and to provide Spiritual, Cultural, Social and Moral education, not only through our Vision and Values, but through offering opportunities for all children, regardless of their background.

We strive for all of our children to be able to access the whole of the curriculum, especially the arts and music, and to develop all children as life-long learners, so it is imperative that we offer our most vulnerable pupils the same opportunities as everyone else.

We aim to develop readers, writers and mathematicians who can articulate themselves with confidence, understand vocabulary and apply their knowledge and skills across the curriculum, as well as in everyday life and into their lives as they move onto secondary education.

As a small school we are aware that data of PPG children may be skewed because of the small cohorts and number of PPG in each of the year groups. We understand the importance of ensuring that this data is representative of the whole school.

To meet these objectives we have focused on the following areas:

- High quality CPD and on-going support to ensure staff are delivering high quality teaching,, especially in reading, writing and maths.
- On-going development of the curriculum to ensure there are meaningful opportunities to learn in a sequential and progressive manner (this is outlined in more detail in our SDP document).
- Ensuring we have high quality interventions to support those who have fallen behind to catch them up quickly and effectively.
- Creating a safe, supportive and caring environment for children to learn through high levels of pastoral support to remove barriers that may stop children achieving.
- Offering support and guidance to families through a wider level of pastoral support in order to improve attendance and understanding learning behaviours.

The key principles of this strategy plan:

- To empower teachers to know their pupils and do what is best for them, delivering high quality CPD.
- To ensure there is high quality teaching happening in all classrooms and good curriculum planning to help children acquire the skills and knowledge they need.
- To ensure there is early identification of barriers to learning and these are supported early on in children's education.

- To empower children - making sure every child feels successful and valued.
- To find and nurture each child's passions.
- To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not.
- To develop support networks around children and their families through pastoral and community links.
- To work to develop pupils' communication and language skills through a development of oracy within the curriculum.
- To use evidenced targeted intervention to support pupils who are at risk of falling behind.
- To empower parents to understand how to best support their child at home.

Challenges

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

Challenge number	Detail of challenge
1	<p>Access to enriched activities to embed curriculum and opportunities to engage with rich language</p> <p>PP children to access enriched activities and resources to support their learning. Many of our PP families are on lower income and may not be able to provide rich learning opportunities e.g trips to educational establishments, resources, external agencies/professionals to support the learning. We are committed to children accessing all these enriched opportunities to enhance and embed their learning.</p>
2	<p>Improve the educational outcomes at the end of each year through good quality first teaching</p> <p>Each year we have an increase of the number of PP children at the school. We reflect on the outcomes from the previous year and target specific areas to ensure close support and provision is put in place to achieve good outcomes. There is a close focus on raising the attainment level in reading and phonics. We are working closely with the trust and local authority and looking at targeting support to ensure high expectations and quality first teaching with appropriate challenge and support. This will enable us to bridge any gaps and to ensure rapid progress following the impact of Covid 19 and excessive remote learning.</p>
3	<p>Improve progress and attainment for the children who are in more than one vulnerable group e.g. PP and SEN.</p> <p>Due to an increase number of PP children in other vulnerable groups there needs to be a close monitoring of their progress and barriers to earning their learning. Close working with SENDco and assessment analysis to ensure the correct provision and resources are put in place to ensure good progress and closing the attainment gap. SENDco to assess individual needs and plan the provision and support for these children. Close monitoring and impact of this provision. This will close the gap for these children and educational outcomes increase.</p>

4	<p>Support and enrich learning to increase cultural capital</p> <p>Limit on finances can limit access to resources, that families on lower incomes, can access to support and enrich learning. We will support additional opportunities for finance driven activities, such as access to books, library, trips and clubs.</p>
5.	<p>Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome</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	Success criteria
Ensure all children have access to a broad and balanced curriculum where they will enhance and bring learning to life through visiting other establishments or having external companies come to school	<p>Monitoring of the whole curriculum and ensuring this meets the needs of the children. Make sure all PP children have access to broader and extra-curricular activities to enhance and bring tier learning to life.</p> <p>Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations.</p> <p>Pupil progress meetings to ensure effective intervention where appropriate.</p>
High 'quality first teaching' to ensure a positive impact on progress and attainment for all children especially identified with pupil premium.	<p>Monitoring of teaching and learning including:</p> <ul style="list-style-type: none"> ○ Lesson drop- ins Book scrutiny ○ Data analysis ○ Pupil Progress meetings ○ Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations. ○ Pupil progress meetings to ensure effective intervention where appropriate.
PPG pupils will be in line with non- PPG for phonic outcomes.	<ul style="list-style-type: none"> ○ Phonics screening will be in line with NA for PPG children.
PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers	<ul style="list-style-type: none"> ○ Outcomes for PPG will be in line with non PPG consistently each year and achieve National Averages ○ PPG will have a good or better than good understanding of texts, comprehension skills and speed of reading.

PPG pupils will close the gap in maths and make better progress and achieve expected outcomes	<ul style="list-style-type: none"> ○ PPG will apply learning, 'sticky learning', key skills and knowledge to master maths and close the gap in identified areas of maths. ○ PPG will achieve National Averages
PPG will reach 96% and above attendance	<ul style="list-style-type: none"> ○ PPG will have 96% or above in attendance. ○ Rates of lates will decrease. ○ Involvement of outside agencies for support will support parents
Attendance at least 95%	<ul style="list-style-type: none"> ○ Attendance figures half termly ○ Where pupils have an attendance below this, show that this is improving ○ School attendance policy and MKET help is accessed & followed to support families
Barriers to learning for identified pupils is reduced	<ul style="list-style-type: none"> ○ Pupil by pupil assessment. Pupils are accessing learning.
To narrow the gap between with children who are identified with SEN as well as Pupil premium.	<ul style="list-style-type: none"> ○ Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure ontrack to achieve expectations. ○ Pupil progress meetings to ensure effective intervention where appropriate. ○ SENDco to monitor impact of intervention and quality first teaching. Analysis of data to plan for next steps in learning to ensure good or better progress.
All pupils fully included in all aspects of school life	<p>Families are supported in accessing school uniform, school trips and after school clubs.</p> <p>Families can access wrap around services within school at a subsidised or paid for rate.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ CPD ○ Lesson Observations ○ Pupil progress meetings ○ Book looks ○ Half termly data analysis ○ Planning (LTP, MTP, STP) ○ Project planning (cross curricular links) ○ Points of inspiration and celebration for end of project 	<p>Values enriched curriculum introduced to promote whole school ethos. 'Octopus' style of teaching introduced previous year to be integrated across the school</p> <p>Continuous monitoring throughout the year allows teachers to address gaps promptly.</p> <p>CPD supports teachers to plan more effectively to meet individual needs.</p> <p>Pupil conferencing and book looks allows subject leaders and SLT to monitor provision for all children.</p> <p>Monitor cross-curricular links and subject coverage in each year groups.</p> <p>Points of inspiration and end of project celebrations inspires the children to learn and gives real life experience to all.</p>	<p>Challenge number 1</p>
<ul style="list-style-type: none"> ○ CPD ○ Lesson Observations ○ Pupil progress meetings ○ Book looks ○ Half termly data analysis ○ Planning (LTP, MTP, STP) ○ Split inputs ○ Flexible groupings ○ To ensure pupils who are below ARE make accelerated progress so they catch up and close the gap in reading, writing and maths. 	<ul style="list-style-type: none"> ○ Previous data suggests that higher quality teaching is required to ensure better outcomes for PP children. ○ Continuous monitoring throughout the year allows teachers to address gaps promptly. ○ CPD supports teachers to plan more effectively to meet individual needs. ○ Pupil conferencing and book looks allows subject leaders to monitor provision for all children. ○ Split inputs allow teachers to target the needs of the children 	<p>Challenge number 1 & 2</p>

<ul style="list-style-type: none"> ○ CPD ○ Half termly data analysis ○ SEN monitoring ○ Pen profiles ○ SAP plans ○ Intervention programme ○ Split inputs 	<ul style="list-style-type: none"> ○ Previous data has shown that children who are SEN and PPG are not achieving as high as children who are only PPG. ○ Continuous monitoring through the year allows teachers to address gaps promptly. ○ CPD supports teachers to plan effectively to meet individual needs. ○ SAP plans have SMART targets for the children to achieve and are reviewed half termly or sooner as required. ○ Intervention groups are targeted to meet the needs of the children. 	<p>Challenge number 2, 3</p>
<ul style="list-style-type: none"> ○ Ongoing support and CPD for teachers to ensure that all teaching is good or better in all classes. This will have a particular focus on: ○ Identifying pupils' prior attainment and barriers to learning ○ Effective planning and monitoring of pupils small steps of progress and next steps ○ Early monitoring and target setting to promote quality first teaching and intervention. ○ Ensuring there is robust transition between year groups to enable accurate starting points for all children ○ Developing teachers' use of differentiation to ensure all children, no matter their starter points, are able to achieve independently and make progress. ○ Ensuring all teachers are planning ways in for SEND pupils in all learning opportunities 	<p>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</p> <p>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant'</p> <p>Education Endowment Foundation</p>	<p>1, 2, 3, 4</p>
<ul style="list-style-type: none"> ○ To create a curriculum full of real life experiences and opportunities to visit meaningful and inspiring places within our local area. ○ Subscription service to Milton Keynes Museum may include staff CPD, whole school assemblies, resources and workshops linked to units of learning. ○ Enrichment opportunities to be subsidised to enable all pupils to participate including local 'must see' opportunities, increasing their cultural capital 	<ul style="list-style-type: none"> ○ <i>'While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour'</i> <p>EEF A Tiered approach</p>	<p>4, 5</p> <ul style="list-style-type: none"> ○ Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support and small group intervention for Phonics, Reading, Writing and Maths	EEF states that: evidence indicates that one to one tuition can be effective , delivering approximately five additional months' progress on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.	1,2, 3, 4
Quality, up to date reading material available for all classes and for the reading scheme, as well as opportunities to take part in reading clubs and reading for pleasure time	<ul style="list-style-type: none"> ○ The DfE research states: the evidence on reading for pleasure benefits: There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). ○ Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). 	1, 3

	<ul style="list-style-type: none"> ○ There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). ○ Regularly reading stories or novels outside of school is associated with higher attainment (PIRLS, 2006; PISA, 2009). 	
<p>To provide pupils with an enabling environment to develop oracy skills.</p> <ul style="list-style-type: none"> ○ Disadvantaged pupils will be prioritised for pre-teaching intervention based on new vocabulary. ○ Heightened opportunities within the curriculum to develop oracy skills, particularly in EYFS. ○ To improve low levels of communication and language for some pupils within the school 	<p><i>'At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11'</i></p> <p>CIC Talking About a Generation Study</p> <p><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i></p> <p>Education Endowment Foundation</p>	3, 4

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

Budgeted cost: £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvements to home-school communication to support parental engagement including;</p> <ul style="list-style-type: none"> ○ Additional support and communication with parents for all disadvantaged pupils ○ Termly curriculum overviews shared with families ○ Home learning to focus on fun and practical experiences to enhance their curriculum. ○ Website maintainance 	<p><i>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school</i></p> <p><i>Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)</i></p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>	<p>5</p>
<ul style="list-style-type: none"> ○ Arts, school trips, events and celebrations providing cultural capital, as well as mental health and wellbeing. 	<p>More recent EEF guidance states:</p> <ul style="list-style-type: none"> ○ There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. ○ There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium. 	

Total budgeted cost: £20600

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.

Aim	Outcome
<ul style="list-style-type: none">○ To address the gaps in maths the school will be focusing on developing a teaching for mastery approach in maths with support from specialist maths teachers within the Enigma Maths Hub.○ To address the gaps in reading, the school will be focusing on developing an increased phonic based approach○ To address the gaps in writing, the school will be focusing on developing an approach using Spelling and Grammar and a cross curricular approach based on purposeful writing.	<p>At end of 2020-2021 teacher assessments for Early Years indicated that there was little difference between Pupil Premium pupils and non-pupil premium pupils. Their overall % data indicates that they are broadly in line with non-PP and all other groups of vulnerable children.</p> <p>In Year 2, three children (100%) made ARE in reading and maths and two children (67%) made ARE in writing</p> <p>Year 1 (taken in year 2 in autumn term) achieved 97% and the one child who did not, had English as a second language and was new to our school.</p> <p>Our Year two children made accelerated progress across the board.</p>
<ul style="list-style-type: none">○ To support those children who have not been in school catch up quickly in KS1.	<p>Phonics outcomes in Year 1 and 2 are strong. Disadvantaged children out performed non-disadvantaged children at the end of KS1 in reading and maths.</p> <p>A number of disadvantaged children have been identified as persistently absent or repeatedly late. All are supported by attendance monitoring and phone calls to 'check-in' with families by the Office staff.</p>

	<p>families have been supported by our pastoral care worker to help minimise anxiety around coming back into school. It is clear some of our families have been effected by lockdowns and feeling safe coming into school. Families have engaged well with pastoral support and there was an improvement in attendance by the end of the year.</p> <p>53% of disadvantaged children attended school during the January-March lockdown. These children were supported by familiar staff (teacher and TA present in all classes) in smaller groups. There was a higher focus on mental health, anxiety and feeling safe and happy at school. The children all reported feeling happy about being in school and families were pleased children's learning was continuing.</p>
<p>To close the gap as early as possible by focusing resources on entry years within the school.</p>	<p>This year there has been a depleted level of adult support in reception. The staff participated in training for a language development (NELI), but the year was greatly disrupted by the lockdown in Spring term.</p>

