

Pupil premium strategy statement – Kedington Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vicky Doherty
Pupil premium lead	Claire Miller
Governor / Trustee lead	Steve Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 34,690

Part A: Pupil premium strategy plan

Statement of intent

At Kedington, we understand that there are common barriers to learning for disadvantaged children. This can include: less support at home, limited language and life chances, lack of confidence and attendance. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- For all disadvantaged pupils to attend school daily to ensure they have access to high quality teaching to ensure they meet their full potential
- For all disadvantaged pupils in school to make nationally expected progress rates in reading and phonics.
- To support our children’s health and well-being to enable them to access learning at an appropriate level.
- To not let economic disadvantage be a barrier to opportunities outside of school

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach for disadvantaged pupils. We ensure that every class receives high-quality teaching and learning, and we use instructional coaching as a key ingredient to improve outcomes for pupils.

We strive for every child, regardless of backgrounds, to be successful and reach their full potential. We use a variety of targeted academic support interventions as a key component to sit alongside effective classroom teaching and learning. Through carefully planned sessions, we plug gaps and aim to close learning gaps between disadvantaged children and their peers.

We believe that all children should be able to read fluently and for understanding. Therefore, reading is at the forefront of our provision for all pupils. We intervene early and ensure that every child can decode texts and engage with a range of literature. Our carefully constructed reading and writing curriculum based on research and pedagogy ensures all children have access to high-quality reading material and is an ambitious curriculum for all.

We ensure children are immersed in rich language in lessons and including within the wider curriculum. We want to broaden children’s knowledge, understanding and cultural capital.

Fostering positive relationships with pupils and families is at the heart of what we do. We want every pupil to feel a sense of belonging and this is underpinned through our emotional wellbeing and personal development. We provide a universal offer to all children with additional external support for our most vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance issues Our attendance for PP children to date (2024-25) is 92.7% compared to 94.1% for non-PP 38% are PA – attendance below 90% Implementing a whole school Belonging Strategy is a school improvement priority – to support all children, but especially disadvantaged pupils, so they have a positive, memorable and joyful learning experiences whilst at Kedington Primary and have a deep sense of belonging at Kedington. As a result, children will feel safe and happy when they are at school and want to come to school.
2	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, 15 pupils are identified as needing additional support with social and emotional needs.
3	Our assessments, discussions and observations have identified that disadvantaged children’s reading is often not as strong as their peers.
4	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from Early Years through school to KS2.

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
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is improving and is at least 95% pa.
All disadvantaged children leave Kedington as strong readers.	KS1 phonics scores reflect our ambition to reduce the attainment gap.

	End of Key stage outcomes show pupils perform well. Disadvantaged pupils make at least expected progress in relation to their starting points.
Improve the emotional well-being for disadvantaged pupils	Pupils will be able to co regulate and use strategies taught to support their emotional well-being and therefore be in a position to access their learning.
Improved early language in the Early Years for all pupils	Disadvantaged children will achieve GLD in reading and be on track to pass their phonics by the end of the year 1. Trust phonics assessments are used to carefully track progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding recommendation 2 (Integrate and model SEL skills through everyday teaching) from the EFF social and emotional learning guidance report using a consistent approach through the PSHE curriculum.	https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies?utm_source=/early-years/toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2

<p>1:1 iPad in KS2 to support learning at home and independence in lessons, including accessibility features (text to speech, speech to text, looking up word definitions etc). (Part funded through PPG)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&searchterm=technology</p>	<p>1,2, 3</p>
<p>Leadership release time to support less experienced members of staff to develop quality first teaching.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3</p>
<p>Use of diagnostic assessments in English and CPD on effective use of whole class formative assessment, feedback and live feedback.</p> <p>Including development and implementation of school assessment and adaptive teaching toolkits</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>3</p>

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective approach to identify and</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>3, 4</p>

<p>plug gaps in learning through post teaching, intervention groups and after school tutoring.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&utm_medium=search&utm_campaign=site_search&search_term=assessing</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2&utm_medium=search&utm_campaign=site_search&search_term=assessing</p>	
<p>Embedding of Sounds Write Phonics Scheme, ensuring consistency of approach and fidelity to the scheme. Use of coaching.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	3
<p>Embedding teaching of Tier 2 and Tier 3 vocabulary across the curriculum. This will include professional development, and teacher release time working with external expertise.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4
<p>Embedding Herts for Learning reading intervention across the school from Year 2 onwards and encouraging parental engagement with reading at home.</p>	<p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health lead practitioner & ELSA/TISUK practitioner release time, and lunchtime club support for some disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2
Fortnightly tracking of attendance and follow up actions. Regular contact with parents to support with attendance	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance	1,2
Trauma Informed schools/ELSA approach to support children's mental health and well-being.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2
Termly workshops with parents covering a range of emotional wellbeing areas.		1,2

Subsidising enrichment activities (e.g. school trips, special events, after school clubs).		1, 2 4
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Total budgeted cost: £ 35,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that outcomes were mixed, but there are signs of improvements on previous years.

At the end of KS2,

100% PPG children achieved the expected standard in writing.

100% PPG children achieved the expected standard in reading.

50% PPG children achieved the expected standard in maths.

In the Y4 MTC, 100% PPG children scored 23 or higher.

In Year 1 Phonics 67% of disadvantaged children passed the phonics check..

2023-24 attendance of disadvantaged children had improved and was 93% which is in line with the rest of the school however attendance continues to be a focus for the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SoundsWrite Phonics	Soundwrite
MHST workshops	West Suffolk MHST

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Use of Zones of Regulation Embedding recommendation two (Integrate and model SEL skills through everyday teaching) from the EFF social and emotional learning guidance report using a consistent approach through the PSHE curriculum High quality Phonics and early reading skills – regular keep up sessions every day of phonics.
The impact of that spending on service pupil premium eligible pupils
Information withheld as only one child.