

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kessingland Church of England Primary Academy
Number of pupils in school	211 pupils
Proportion (%) of pupil premium eligible pupils	44% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachael Judd Academy Group Executive Principal (AGEP)
Pupil premium lead	Kellie Egleton Executive Headteacher
Governor / Trustee lead	Jenny Snowdon Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,680
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	£136,680

Part A: Pupil premium strategy plan

Statement of intent

“Be the best you can be”

“Live life in all its fullness” (John 10:10)

We align our school vision with the Church of England. The vision is deeply Christian, with the promise of Jesus of ‘life in all its fullness.’ We believe that each learner is created by God and is unique and special. Our vision is rooted in the idea that everyone as a child of God should be supported and encouraged to flourish and reach their full potential.

This vision reflects the same objectives we have for our disadvantaged pupils. We want to ensure they have the same support and opportunities to reach their full potential academically, socially, morally and spiritually to achieve the school’s vision of living ‘life in all its fullness’. The focus of the pupil premium strategy is supporting our disadvantaged pupils to achieve their goals and make accelerated progress.

Our approach responds to the needs of individual pupils both academically and socially. High-quality teaching is at the heart of our approach as this will have the greatest impact on closing the gap and helping our disadvantaged pupils achieve their full potential. Targeted interventions will also be implemented using evidence informed research to make decisions about how to best support our pupils to overcome their barriers.

The key principles of our strategy are:

- High expectations for the achievement of all disadvantaged children.
- Early intervention at the point where this is identified.
- The drive and belief that gaps can be closed through targeted support, resources and intervention.
- Providing targeted academic support for pupils not making expected progress.
- Support pupils with non-academic barriers such as attendance, behaviour, social, emotional and mental health.
- Supporting parents with learning and ensuring that all pupils have opportunities to attend and take part in extra-curricular activities and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in Reading, Writing and Maths is below age-related expectations.
2	Pupils also have limited vocabulary and lower starting points in EYFS. Read Write Inc. assessments show that disadvantaged pupils generally have greater difficulties with their phonics compared to their peers, which negatively impacts their development as readers.
3	Whole school Thrive assessments, observations and discussions indicate that the wellbeing of many of our disadvantaged pupils is currently being impacted.
4	Discussions with pupils and families show that many of our disadvantaged pupils have a lack of cultural enrichment opportunities compared to their peers and this is impacted by financial circumstances.
5	Our attendance data for the last few years shows that attendance amongst our disadvantaged pupils is consistently lower than for non-disadvantaged pupils. Poor attendance has a negative impact on pupil's progress and academic achievements.

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 outcomes in Maths, Reading and Writing shows disadvantaged pupils are in line with non-disadvantaged pupils and national averages.	Disadvantaged pupil outcomes are at least in line with disadvantaged children nationally. The number of children achieving expected standard at the end of KS1 and KS2 is in line with the non-disadvantaged.
Improved communication and language in the EYFS.	WellComm assessments and observations show that communication and language has significantly improved for our disadvantaged pupils and pupils have made progress through targeted interventions.
Improved phonics in Key Stage 1. The number of pupils meeting the expected standard in the Year 1 Phonics Check is at least in line with national averages.	Disadvantaged children's phonic outcomes are at least in line with disadvantaged children nationally.

	The number of disadvantaged children achieving the expected standard in the Year 1 Phonics Check is in line with the non-disadvantaged
To ensure that the well-being of all our pupils in school, particularly our disadvantaged pupils, continues to improve.	Findings from parent and pupil voice will continue to show that pupils feel happy, safe and supported in school. Quantitative data from Thrive Assessments show that disadvantaged pupils are making progress in their social, emotional and mental health.
Attendance will improve and be in line with national averages for all pupils.	Significant reduction in the gap between disadvantaged and non-disadvantaged pupils. Significant reduction in persistent absence of disadvantaged pupils.

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: £ 22,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PiXL and use of termly assessments to regularly monitor children's progress and identify reliable benchmarking.</p> <p>Termly action plans, core meetings and opportunities for all staff to meet with RSL (Raising Standards Lead).</p>	<p>Standardised tests and the comparison with PiXL national average can provide reliable insights into the strengths and weaknesses of each pupil. This ensures that they receive the correct additional support through interventions or teacher instruction.</p>	<p>1 – Attainment in Reading, Writing and Maths.</p>
<p>Structured phonics intervention and small group tuition.</p> <p>Phonics Lead to have dedicated release time to coach and monitor the delivery of Read Write Inc. and ensure that groupings and interventions provide appropriate support and challenge.</p> <p>Purchase of Read Write Inc. resources and books.</p> <p>Small group tuition and 1:1 intervention linked to gaps in phonics and ensuring pupils 'keep up, not catch up'.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Studies in England show that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions. This is</p>	<p>1 – Attainment in Reading and Writing</p> <p>2 – Phonics Outcomes</p>

	likely to be due to the explicit nature of the instruction and the intensive support provided.	
<p>Maths Lead to work alongside colleagues in school to provide coaching sessions, monitoring and CPD activities.</p> <p>Small group targeted interventions linked to identified gaps on PiXL assessments delivered.</p> <p>Provide targeted support and videos to support parent knowledge and how to support their children with their learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The impact of mastery learning approach is an additional five months' progress, on average, over the course of the year.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1 – Attainment in Maths
<p>English coaching to support ECT and other teaching staff to ensure that a high quality English curriculum is delivered to raise academic standards.</p>	<p>Reading comprehension strategies are high impact on average +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teacher instruction and carefully planned lesson with target key pupils and outcomes leading to higher attainment.</p>	1 – Academic Attainment

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

Budgeted cost: £ 42,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for key pupils in Y6 before and after school to improve academic attainment. In addition, targeted	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:	1 – Attainment in Reading, Writing and Maths.

intervention for KS1 pupils to secure phonics knowledge. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high-attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 - Phonics outcomes
Implementation of Well Comm and other speech and language interventions to improve listening, vocabulary and narrative in disadvantaged pupils, who have low communication and interaction skills. Targeted small communication and language 'Den' provision to target key pupils.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 – Phonics outcomes and limited vocabulary
Communication and language interventions to develop their understanding and confidence to use language to communicate effectively.	Communication and language is a prime area of learning in the EYFS framework and approaches typically have a high impact and increase young children's learning by +7 months. Studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	2 Communication and Language

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

Budgeted cost: £71,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive practitioners to provide social, emotional and mental health support to identified disadvantaged pupils. Whole school Thrive approach to ensure a consistent approach and highly value the importance of wellbeing. Targeted small communication and language 'Nest' provision to target key pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focussing on personal and academic outcomes (+4 months).	3 – Emotional wellbeing

<p>ELSA (Emotional Literacy Support Assistant to help children understanding and manage emotions to increase success.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes. Evidence suggested children from disadvantaged backgrounds have on average, weaker SEL skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 – Emotional wellbeing</p>
<p>Pastoral Support and Young Carers Lead to provide support to disadvantaged families and support pupil wellbeing.</p> <p>Pastoral Support and Young Carers Lead available to encourage and support family engagement.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1 – Attainment in Reading, Writing and Maths</p> <p>3 – Emotional wellbeing</p>
<p>Subsidised breakfast and after-school club places for disadvantaged pupils.</p>	<p>Spending pupil premium on non-academic interventions, such as improving pupils' attendance can often be vital in boosting attainment.</p>	<p>4 – Enrichment opportunities</p>
<p>Embedding principles of good practice set out in the Working Together to Improve School Attendance document</p> <p>This will involve training and release time for staff to develop and implement new procedures and release time for Attendance Lead to monitor and action.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5 - Attendance</p>
<p>Music lessons will be provided for all pupils by an external music specialist.</p>	<p>Arts participation and involved as part of the curriculum or extra-curricular activity can have an impact on attainment in other areas of the curriculum. Progress can increase by 3 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4 Enrichment opportunities.</p>

Total budgeted cost: £136,680

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 2023 to 2024 academic year.

Intended Outcome A – Improved outcomes in Maths, Reading and Writing show PP pupils are line with non-PP pupils and national averages.

At the end of Key Stage 2, 80% (compared to 62% nationally) of disadvantaged pupils achieved the expected standard in Reading. In writing 67% (compared to 58%) achieved the expected standard and in Maths 54% (compared to 56%).

The number of pupils achieving combined was 67% (compared to 45% nationally).

This shows a significant improvement in outcomes for PP pupils and school are above national in all areas of the curriculum apart from Maths where the gap has significantly narrowed and improved by 37% compared to the previous year.

Intended Outcome B – Improved speaking, listening and communication skills in the EYFS.

67% of pupils achieved expected standard in Speaking and Listening. 50% of PP pupils achieved these outcomes.

All pupils received WellComm assessments which led to targeted interventions. All pupils made progress within their WellComm interventions.

Improved phonics in Key Stage 1. The number of pupils meeting the expected standard in the Year 1 Phonics Check is at least in line with national averages.

The outcomes for Kessingland (84%) was above the national average (80%).

One to one tutoring was in place for pupils who were working below the expected standard as well as interventions throughout the day including 'Pinny time', use of flashcards and Fred Talk games.

Intended Outcome C - To ensure the well-being of all our pupils in school, particularly our disadvantaged pupils, continue to improve.

All pupils have Thrive assessments and received whole school Thrive support. 84% of pupils accessed additional pastoral or Thrive support.

Intended Outcome D – All pupils will have had an opportunity to take part in a cultural enrichment opportunity along with their peers.

Every pupil has had the opportunity to attend visits to the Hippodrome/ Seagull Theatre and at least one other educational visit without a financial barrier. In addition, all pupils have had the opportunity to learn an instrument and have music lessons delivered by an external specialist.

Intended Outcome E – Attendance will be improved and be in line with national averages for all pupils.

The strategies outlined above for the academic year 2024-25 are aimed to continue to improve academic outcomes for PP pupils. We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2024-25. The social emotional wellbeing of the children has been a significant area of focus.

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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
Thrive	www.thriveapproach.com
Oxford Owl	https://www.oxfordowl.co.uk/
RWI Portal	Ruth Miskin and Read Write Inc.

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?	The service pupil premium allocation last academic year was spent on supporting individual pupils with targeted intervention and 1:1 support linked to individual gaps in attainment.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made good progress against individual targets, as evidenced through the school provision map.