



Cheshire Academies Trust
Inspiring hearts and minds

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

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	35.5% (12 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

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on the wellbeing or academic achievements of disadvantaged children
- 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 to support eligible children with their emotional and social needs. These are provided by our highly trained support staff including our Learning Mentor.
- It enables us to invest in a whole school approach to emotional and social wellbeing with our Learning Mentor central to this.
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities.

Key principles

We are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence-based approach and regularly evaluate the impact our approaches are having on children’s needs through discussion with our PPG Lead, Safeguarding Leads, SENCO and Learning Mentor. We have benefitted from working closely with other schools within our academy trust, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

Challenges

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

Challenge number	Detail of challenge
1	External data for 2022 showed that 100% of disadvantaged children reached the expected standard or above in Reading and Writing and Maths. Internal data for 2022 shows that there is a gap in the number of pupils working at the expected standard or above between disadvantaged and non-disadvantage, most notably in writing and maths. The majority of

	disadvantaged pupils make expected or above expected progress but fewer reach Greater Depth standard than non-disadvantaged pupils. Writing is considered a necessary focus area for the duration of this plan for long term impact.
2	All children's social and emotional wellbeing has been affected by their experiences through the pandemic. Many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, improve their emotional wellbeing and improve engagement in learning.
3	There is a lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to learning and behavior in and out of school. This impacts on their overall attainment and progress.
4	KS2 attainment of some pupils eligible for pupil premium is high and other support to challenge and extend these pupils is required.

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
Outcomes for disadvantaged pupils from different groups are improved compared to previous years. (Updated and raised expectation for 2022-23 based on most recent data analysis)	<ul style="list-style-type: none"> • At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils. • At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+) • At least 75% of 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
Termly Pupils Progress and Review meetings ensure the attainment and progress of disadvantaged pupils is monitored and analysed. This enables timely interventions and actions to secure improved outcomes.	<ul style="list-style-type: none"> • Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress. • Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.
Disadvantaged pupils are taught by expert teachers through evidence-based protocols and pedagogies.	<ul style="list-style-type: none"> • Teaching of disadvantaged pupils is good and frequently outstanding. • Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils. • Pupils and staff are cognisant of the language of creativity at utilise this in their lessons to encourage and promote creative thought and response. • Pupils develop key skills; disciplined, persistent, imaginative, inquisitive, collaborative. • There is a coherent link between the 7C's and CChange Creativity work streams.
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.
Improved emotional stability and self-regulation of disadvantaged pupils	Pupils understand and can control their emotions more effectively.
Full engagement in social experiences and enrichment opportunities	Improved 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,206.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers</p> <p>Main school budget to cover costs £76</p> <p>£4,830</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, pathways to Write, Pathways to Spell and Read, Write Inc. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programs listed and individual resources as required by specific learners as identified by staff who work with them.</p> <p>Mastery learning High impact for very low cost based on limited evidence.</p> 	<p>1, 3</p>
<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p> <p>£5000 cost of Sally Whiteside</p>	<p>Building on the success of nurture and behaviour support sessions by our Learning Mentor, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons.</p> <p>This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence.</p> 	<p>2, 3</p>

<p>Further Learning Mentor Training</p> <p>£1500</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. 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>2, 3</p>
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Social and emotional learning

Moderate impact for very low cost based on very limited evidence




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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment.</p>	<p>EEF research provide extensive evidence of the high impact of immediate feedback and modelling in class. This ensures that less time being spent in subsequent teaching session is being spent addressing misconceptions from prior teaching and learning.</p> <p>Using additional adults in core subject lessons to provide immediate feedback at the point of learning is beneficial to disadvantaged learners.</p> 	1,2,4
<p>Teaching assistant deployment and interventions</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>  	1, 2, 4

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 after school clubs and wraparound care.</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> 	2, 3

<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>2</p>
<p>Purchase of resources for use within teaching and learning</p> <p>£200</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 valuable tool at helping children build resilience and independence when learning, with such resources being used independently without reliance on classroom staff support.</p>	<p>1, 4</p>
<p>Financial assistance with uniform purchases.</p> <p>£400</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p>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.</p>	<p>2, 3</p>

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.
If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Year 1 Review (2021-2022)		Amendments for next year	Year 2 Review (2022-2023)		Amendments for next year
Impact	Issues		Impact	Issues	
<p>Academic targets remained a focus during 2021-22 with Covid recovery requiring continued increased investment in wellbeing, mental health and nurture, particularly for our disadvantaged pupils.</p> <p>Attainment for disadvantaged children at the end of Summer 2022 in Y1-Y6 was:</p> <p>Reading 58% of children are working ARE+</p> <p>Writing 42% of children are working ARE+</p>	<p>Covid Impact Many of our disadvantaged children attended school at least part time during lockdowns. Not all families took up the offer to attend. This has meant a wider gap to close for some. During the lockdowns, the Principal ensured all children were able to access remote lessons with hardware loans and support for those who couldn't, however a higher number of disadvantaged children not attending school did not engage at all or as fully compared to non-disadvantaged peers. This had</p>	<p>Whilst the attainment gap between disadvantaged and non-disadvantaged children in Reading and Maths remains a high priority for all cohorts, closing the significant gap evident in writing remains our main priority in 2022-23.</p> <p>Across all three areas, high priority will be given to developing the pedagogies of expert teachers. This will be achieved through</p>			

<p>Maths 41% of children are working ARE+</p> <p>Progress Of the disadvantaged children who took the baseline assessments (6 pupils)*, the majority are working at the same level or above, from their comparable starting point last year across Reading, Writing and Maths.</p> <p>Those children who are not, are comprised of a very small group where there are other contextual factors which are being supported to allow for future accelerated progress.</p> <p>During the lockdowns, children were able to access remote lessons via the provision of laptops.</p> <p>*The number of disadvantaged pupils increased by 7 (to 14) from October 2021 to May 2022.</p>	<p>a cumulative impact on the attainment of a significant number of disadvantaged pupils.</p> <p>For those who were at home, regular check ins with children were provided by either the Principal, class teacher or Learning Mentor. There were daily live lessons and a range of learning activities offered on Seesaw.</p> <p>A small number of children did not receive in person peer interaction and in person teaching during this time due to parental choice. For some this has heightened emotional and behavioural traits.</p> <p>It is important that we continue to recognise the impact of the above and tailor support accordingly to continue to successfully close the attainment gap.</p>	<p>tailored CPD using Tripod's 7Cs framework of effective teaching and the Tallis Habits assessment wheel.</p> <p>A core component of this work will be on providing increased opportunities for feedback at point of teaching and the development of the language of creativity to increase the number of PPG children achieving the expected standard, or higher, based on their prior attainment.</p> <p>Additional phonics and reading interventions in Years 2, 3 and 4. These cohorts have experienced the most impact from lockdowns in their reading – having missed a great deal of early reading input.</p>			
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Continued development of the Learning Mentor to enable the provision of evidence based interventions to support the mental health and emotional wellbeing of disadvantaged pupils.

Overall review: End of Year 3 (2023-2024)

Desired Outcome	Actions / Approach	Estimated Impact	Lessons Learned	Cost

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
Previous Academic Year 2021-22 i. Quality of teaching for all £13,690	T

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?	

Further information

1. Review Expenditure				
Previous Academic Year			2021-22 Total Allocation of £15,636.56	
i. Quality of teaching for all £ 11,206.25				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure disadvantaged children are challenged appropriately through curriculum and receive	At least 75% of disadvantaged pupils' average percentile ranks and SGP	Attainment Reading 58% of children are working ARE+	It is difficult to ascertain a true picture of the impact of this approach as the impact of repeated lockdowns was, and	Main school budget to cover costs £76 £4,830

<p>high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers</p>	<p>rates are in line or above non-disadvantaged pupils.</p> <p>At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+)</p> <p>At least 75% of disadvantaged pupils achieve a positive progress score by the end of KS2.</p> <p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM).</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>	<p>Writing 42% of children are working ARE+</p> <p>Maths 41% of children are working ARE+</p> <p>Progress Of the disadvantaged children who took the baseline assessments (6 pupils)*, the majority are working at the same level or above, from their comparable starting point last year across Reading, Writing and Maths.</p> <p>Those children who are not, are comprised of a very small group where there are other contextual factors which are being supported to allow for future accelerated progress.</p> <p>During the lockdowns, children were able to access remote lessons via the provision of laptops.</p>	<p>is still, evident.</p> <p>In addition, the number of disadvantaged pupils increased by 7 (to 14) from October 2021 to May 2022. These children do not form part of the baseline data.</p> <p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. Therefore, we will continue with this approach and embed practice and pedagogies to further improve outcomes.</p>	
<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p>	<p>Improved emotional stability and self-regulation of disadvantaged pupils.</p>	<p>Disadvantaged pupils ability to understand and name their emotions has enabled them to self-regulate with more success.</p> <p>This has enabled them to engage and succeed in their learning, reducing disruptions for themselves and others. It has also improved relationships with peers, allowing pupils to enjoy more positive relationships.</p>	<p>This approach is vital to ensure that unmet social and emotional needs are not a barrier to learning for disadvantaged pupils.</p>	<p>£5000 cost of Sally Whiteside</p>

Further Learning Mentor Training	<p>Increased capacity to support disadvantaged pupils social and emotional wellbeing.</p> <p>Improved emotional stability and self-regulation of disadvantaged pupils.</p>	<p>The Learning Mentor has continued to increase her capacity to support pupils through additional mental health first aider training, ELSA supervision and other CPD.</p> <p>This has enabled her to provide enhanced support to those pupils whose emotional needs increased during lockdowns. Most notably, anxiety.</p>	<p>Continued training based on the presenting needs of pupils will ensure that the role of the Learning Mentor is impactful.</p> <p>It has become evident that the need often extends beyond the child to the parents. Continued professional development will enable the Learning Mentor to extend her impact to support families as well as children.</p>	£1500
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ii. Targeted support

Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment.	<p>At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.</p> <p>At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+)</p> <p>At least 75% of disadvantaged pupils achieve a positive</p>	Providing immediate feedback has proved beneficial to disadvantaged learners as they were more likely to overcome barriers at the point of difficulty. It has also supported disadvantaged learners with the introduction of a mastery approach in core subjects.	<p>This approach works and should continue to be embedded alongside mastery approach to learning in 2022-23.</p> <p>It will be further developed through the implementation of Tripod's 7Cs framework and the Tallis Habits Wheel to develop teaching pedagogies including feedback.</p>	Budgeted cost: £1500

	<p>progress score by the end of KS2</p> <p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM)</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>			
<p>Teaching assistant deployment and interventions</p>	<p>Teaching Assistants deployment is based on careful analysis of need.</p> <p>Teaching Assistants supplement, not replace, teachers.</p> <p>Interventions are targeted, evidence-based and time limited.</p>	<p>Deployment of Teaching Assistants has been decided through data analysis to ensure that disadvantaged pupils who are not making expected or better than expected progress are being provided with additional, targeted support in core lessons.</p> <p>Pathways to Progress intervention for writing (Y1 – 6) has provided targeted writing support. Impact has been seen in whole class writing but the time out of the classroom to deliver the intervention impacts other curriculum subjects.</p> <p>IDL Numeracy and Literacy remains popular and engaging for pupils but there needs to be increased tracking of pupil's progress using these applications.</p>	<p>Pathways to Progress intervention meant that pupils were out of the class 3 x 25 mins per week. This was often in the afternoon, meaning that pupils were missing a significant amount of their foundation subjects.</p> <p>Pathways to Progress will now be trailed in class - Teacher and TA focusing on the key skills with disadvantaged pupils at the point of learning rather than within a separate intervention.</p> <p>All class teachers now have the log-in to IDL and have been shown haow to access the data of children in their</p>	

			class. This will enable them to monitor progress more carefully.	
iii. Other approaches				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Financial assistance to participate in after school clubs and wraparound care.	Financially disadvantaged children are offered opportunities to attend after school activities and clubs.	A range of clubs have been offered with free spaces. We continue to work with outside providers to negotiate free places for families in receipt of FSM for some after school and holiday activities/clubs. Good take up rate for these places when offered.	To be continued in 2022-23	£500
Residential Trips- Outdoor Learning including day trips	Families of financially disadvantaged (FSM) children are able to attend trips and residential	Families in receipt of FSM are given financial support towards the cost of trips and residential. This is done automatically on school payment systems. The expectation is that families will make a relatively small contribution to these opportunities	To be continued in 2022-23	£1000
Purchase of resources for use within teaching and learning	Financially disadvantaged pupils have access to additional resources to support engagement and improve outcomes.	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 valuable tool at helping children build resilience and independence when learning, with such resources being used independently without reliance on classroom staff support.	To be continued in 2022-23	£200

Financial assistance with uniform purchases.	Families of financially disadvantaged (FSM) children are able to provide school uniform for their children	Support is made available for identified cases. School is also in the process of organising a uniform swap system whereby families can donate good quality used uniform for others to access.	To be continued in 2022-23	£400
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