

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	Kennall Vale
Proportion (%) of pupil premium eligible pupils	9.8% = Disadvantage 3.7% = Forces
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	01/12/22
Date on which it will be reviewed	December 2023
Statement authorised by	R Chirgwin (HT) K Jermyn (CoG)
Pupil premium lead	C Parkinson
Governor / Trustee lead	K Jermyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105 – Deprivation £1550 - Forces
Recovery premium funding allocation this academic year	£ 2000
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	£15,665

Part A: Pupil premium strategy plan: Statement of intent

At Kennall Vale, we know our school community very well and have carefully analysed barriers to learning. When creating our Pupil Premium Strategy, we have based our spending priorities on high quality research to ensure our strategies are effective.

In line with our school vision, we are committed to nurturing our learners to reach their full potential and we believe that our teaching and learning opportunities meet the needs of all pupils at Kennall Vale. We also ensure that appropriate provision is made for pupils who belong to vulnerable groups, making sure that the needs of such pupils are adequately assessed and addressed.

All our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning that these pupils achieve similar outcomes to their peers and the difference between Pupil Premium and non-Pupil Premium pupils is diminished. We have combined additional COVID Recovery funds, together with Pupil Premium funding to enhance the maximum impact of the funding streams.

Our Ultimate objectives are to:

- Have an individualised approach to addressing barriers to learning at an early stage through early intervention, including identifying gaps in prior learning and post COVID.
- Focus on high quality teaching and effective deployment of staff to support disadvantaged children enabling them to achieve or exceed expected levels of progress.
- Make decisions based on detailed data analysis and responding to evidence.

At Kennall Vale school, all teachers strive to achieve the very best outcomes for every child through quality first class teaching, facilitating effective learning experiences where each individual makes at least expected progress in reading, writing and maths.

Our Pupil Premium Strategy will achieve our ultimate objectives through:

- Identifying gaps in learning.
- Supporting Emotional Wellbeing.
- Promoting positive behaviour using the whole school policy.
- Providing positive learning environments and first hand experiences.
- Providing 1:1 teaching.
- Providing small group learning.
- Providing additional learning experiences (subsidised where necessary) provided by external agencies.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Reading, Writing and Maths.
2	Speech, language and communication.
3	Social, emotional and mental health and wellbeing.
4	Access to wider opportunities.
5	Attendance.

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
<i>Reading/Writing/Maths</i>	Achieve outcomes in line with or above National Average by the end of KS2.
Phonics/Early reading	Attainment in line with or above National early years reading outcomes. 100% Phonic pass end of Year 1
Curriculum enhancing school/class trips/experiences	Participation and engagement in wider curriculum opportunities.
Attendance	In line with or above National average – 96%

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: Costs stated below

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Teacher and Catch Up/SEND teacher to work with children 1:1 and/or small groups depending on area of learning.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF +3)	1,2,3
Subject leaders given non-contact time to develop their curriculum area in order to provide high quality learning opportunities school wide.	Mastery learning works through designing units of work so that each task has a clear learning outcome, which pupils must master prior to moving on to the next task. (EEF +5)	1,2,3,4
Play leader for 3 times a week to structure playtime activities.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF +1)	2,3,4

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

Budgeted cost: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one teaching of individualised learning targets facilitated by qualified teacher.	The teacher focuses exclusively on the needs of the learner and provides teaching that is closely matched to each pupils understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils, spend more time on new or unfamiliar, overcome barriers to learning and increase their	1,2,3,4

	<p>progress through the curriculum. (EEF +5)</p> <p>Timetabled session provide continuity and progression whilst avoiding detrimental disruption to key class learning opportunities. To be delivered by our Pupil Premium teacher.</p>	
<p><i>Pupil Premium children in Y3-Y6 complete AR quizzes. This is monitored regularly and assessed.</i></p>	<p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF +6)</p> <p>Children have their own iPads and can self-initiate this activity. Supporting our PP children is necessary to ensure the correct book level is chosen and quizzed. This can be done by all members of staff.</p>	1
<p><i>Pupil Premium children are supported during the Reading Blitz and given the opportunity to be Reading Champions.</i></p>	<p>Using peer and self-questioning reading comprehension strategies to practise the strategies. (EEF +6)</p> <p>During the Reading Blitz children are able to explore and apply the learnt comprehension strategies.</p>	1,2
<p><i>All teachers identify gaps in learning and set individual targets for their Pupil Premium children.</i></p>	<p>Gaps in understanding will affect how quickly and easily children can acquire and connect new learning, therefore individualised instruction will aim to improve outcomes provided through targeted support. (EEF +4)</p> <p>Identified targets are taught in a 1:1 setting and then assess, plan, do, review cycle is implemented. Records are created on ProvisionMap by the Pupil Premium teacher and added to weekly. Here they can be viewed by class teachers.</p>	1
<p><i>Small phonics groups</i></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. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF +5)</p> <p>Gaps have been identified and our phonics programme is being</p>	1,2

	delivered/revisited with a small group of children with our CatchUp tutor.	
<i>1:1 and small group sessions focused on social and emotional wellbeing.</i>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional need. (EEF +4)</p> <p>Dues to the stop/start nature of school during the pandemic and experiences in and around COVID some of our Pupil Premium children need more structured emotional support. This will be delivered universally, but where identified necessary by our Pupil Premium teacher.</p>	3
<i>Explicitly teach reading comprehension strategies (VIPERS) in small groups.</i>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF +6)</p> <p>As our whole school development is focused on raising standards in reading, we will develop and monitor through high quality teaching, our children's reading, reading comprehension skills and love reading. This will be delivered through whole class book studies, small group interventions and applied during reading blitz sessions when peers have the opportunity to monitor their skills and apply taught strategies with their peers.</p>	1,2,3

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

Budgeted cost: £ 2160

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured playtimes	<p>Physical activities has important benefits in terms of health, wellbeing and physical development. (EEF +1)</p> <p>Play leaders facilitate grouped playtime activities teaching and nurturing social interactions, physical activity and teamwork, helping to reduce negative behaviours during playtimes. This is delivered on Tuesdays, Thursdays and Fridays.</p>	1,3
Subsidised visits/activities	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest and motivation.</p>	2,3,4
Music Tuition	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF +3)</p> <p>Engagement with Cornwall Music Service: violin, guitar, drums, keyboard taught by our peripatetic teachers.</p>	3,4
PAFC and after school clubs promote positive self-image and resilience.	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (EEF +1)</p> <p>Promote positive self-image and resilience. Delivered by teachers, TAs and external experts who all have in-depth knowledge of our school community.</p>	3,4
Promoting positive learning behaviour school wide.	<p>Explicit teaching or metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (EEF +7)</p> <p>Kennall Vale behaviour policy is followed consistently throughout school reducing the incidents of negative behaviours whilst giving autonomy and building resilience and self-esteem.</p>	1,3,4

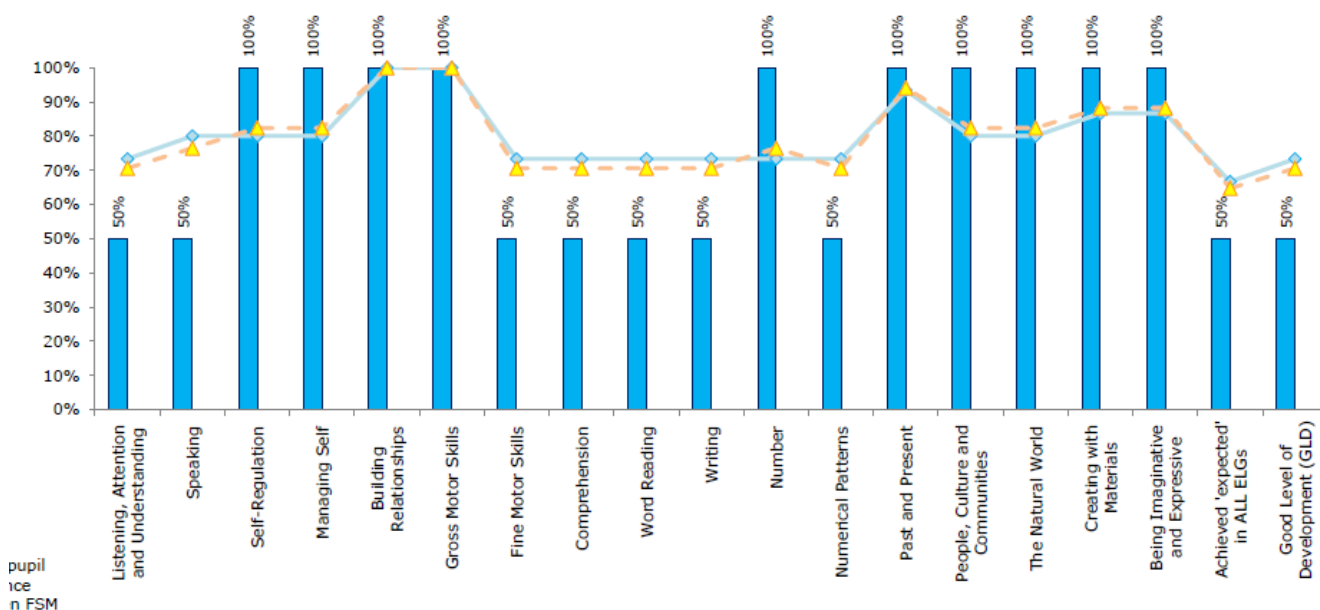
Total budgeted cost: £ 16160

Part B: Review of outcomes in the previous academic year

Review of outcomes in the academic year 2021 -2022

Intended outcome	Success criteria
Reading/Writing/Maths	Achieve outcomes in line with or above National Average by the end of KS2.

EYFS



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National GLD: 65.2%
 School GLD: 70.6%
 School PP GLD: 50% (1/2)

KS1

Expected Standard

Year	Pupils	Reading				Writing				Maths			
		School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif
2018	17	70.6%	71.9%	75.4%	0	70.6%	65.7%	69.9%	0	70.6%	71.9%	76.1%	0
2019	17	88.2%	72.3%	74.9%	2	70.6%	65.4%	69.2%	0	88.2%	72.3%	75.6%	2
2022	17	88.2%	65.4%	66.9%	3	70.6%	55.4%	57.6%	2	88.2%	66.1%	67.7%	3

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	0	-	75.4%	79.0%	-	-	70.0%	73.9%	-	-	75.3%	79.7%	-
2019	1	0.0%	76%	78.5%	0	0.0%	70%	73.2%	0	100.0%	76%	79.3%	0
2022	1	100.0%	70.2%	71.6%	0	100.0%	60.5%	62.7%	0	100.0%	70.6%	72.5%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Greater Depth - Disadvantaged

Year	Pupils	Reading				Writing				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	0	-	27.0%	28.8%	-	-	15.8%	18.1%	-	-	21.8%	24.5%	-
2019	1	0.0%	27%	28.1%	0	0.0%	15%	16.8%	0	0.0%	21%	24.4%	0
2022	1	0.0%	19.4%	20.9%	0	0.0%	9.0%	9.4%	0	0.0%	15.5%	17.6%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

KS2

Expected Standard

Year	Pupils	Reading				Writing (TA)				Maths			
		School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif
2018	18	77.8%	75.1%	75.8%	0	83.3%	77.0%	78.8%	0	72.2%	72.3%	75.9%	0
2019	17	82.4%	72.4%	73.8%	1	88.2%	77.3%	78.9%	1	94.1%	75.7%	79.1%	2
2022	16	81.3%	71.7%	74.0%	1	75.0%	68.9%	69.0%	0	75.0%	67.2%	71.0%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing (TA)				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	100.0%	80.4%	80.9%	0	50.0%	82.3%	83.8%	0	50.0%	77.9%	81.3%	0
2019	1	100.0%	77.6%	78.8%	0	100.0%	81.7%	83.9%	0	100.0%	81.0%	84.2%	0
2022	1	100.0%	76.0%	79.2%	0	100.0%	74.5%	75.1%	0	100.0%	73.1%	77.3%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Greater Depth - Disadvantaged

Year	Pupils	Reading				Writing (TA)				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	0.0%	30.4%	33.0%	0	0.0%	25.2%	23.9%	0	0.0%	23.5%	28.2%	0
2019	1	100.0%	30.2%	31.8%	0	100.0%	22.4%	24.2%	0	100.0%	24.9%	31.8%	0
2022	1	100.0%	29.8%	31.8%	0	100.0%	16.3%	15.5%	0	100.0%	20.4%	26.7%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Phonics/Early reading

Attainment in line with or above National early years reading outcomes.
100% Phonic pass end of Year 1

Year 2 Autumn Statutory Assessment November 2021

Pass Mark: 32	<=10	<=25	<=31	=>32	=>36
Number of children	1		2	2	12
Percentage	5%		12%	12%	71%
	17%: below Pass Mark (3/17)			83%: Pass (14/17)	

Key Summary

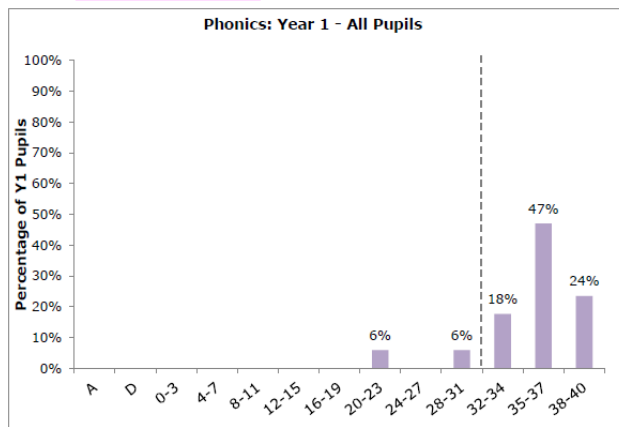
- 100% of PP Year 2 passed Phonic Screening (38-40 out of 40 bracket).
- significant improvement in Year 2 Phonic outcomes since non-statutory June 2021 assessment.
- All children who were below pass mark in June 2021 have made progress
- Those who are still below pass mark have made and avg. of 5 marks progress
- 83% is above 2019 National Average.
- Allocation of Catch Up funding has been effective in raising standards in Phonics and early reading in Autumn term.

Year 1 Summer Term Statutory Assessment and Year 2 Re-takes

Phonics: Year 1 Pupils

	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall
All	17	15	88%	77%	76%	1
Girls	8	7	88%	79%	79%	0
Boys	9	8	89%	75%	72%	1

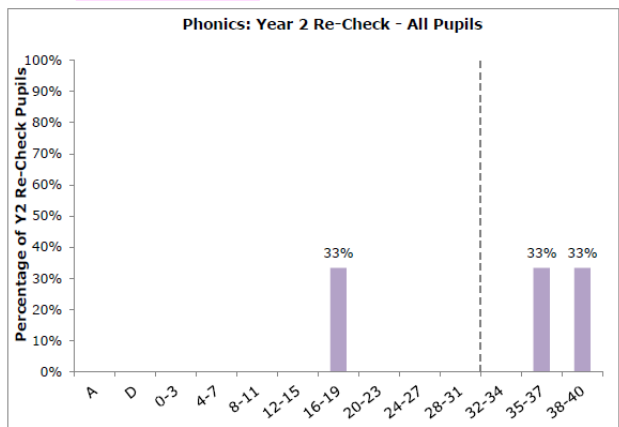
Small Cohort, less than 11.



Phonics: Year 2 Re-Check Pupils

	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall
All	3	2	67%	45%	44%	0
Girls	-	-	-	50%	48%	-
Boys	3	2	67%	41%	41%	0

Small Cohort, less than 11.



Note: no PP Year 1 during 2021-22 academic year.

Curriculum enhancing school/class trips/experiences	Participation and engagement in wider curriculum opportunities.				
Afterschool Clubs	420 hours of extra-curricular participation of PP children throughout the academic year: <ul style="list-style-type: none"> - Football - Netball - Dance - Basketball - Craft - Rounder - Art - Athletics 				
Year 3 and 4 Residential	100% of PP children attended residential October 2021				
Year 5 and 6 Residential	100% of PP children attended residential June 2022				
Extra-Curricular Music Tuition – weekly lessons	X1 Drums X1 Violin X2 Guitar				
Attendance	In line with or above National average – 96%				
Ever 6 FSM at any time duri...	Group Size	Autumn - attendance	Spring - attendance	Summer - attendance	Whole year - attendance
Not Ever 6 FSM	122	94.9%	91.4%	94.2%	93.5%
Ever 6 FSM	12	94.4%	91.2%	92.5%	92.7%

Attendance figures are lower than targeted due to high levels of sickness resulting from COVID infections across the school.