

Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and families.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year and several academic years within our school.

School overview

Detail	Data
School name	Kennall Vale
Number on Role	2021/22 - 2022/23 - 136 2023/24 – 132 2024/25 - 131
Proportion (%) of pupil premium eligible pupils	2021/22 - 9.8% = Disadvantage 3.7% = Forces 2022/23 – 10.3% = Disadvantage 3.7% = Forces 2023/24 – 10.6% = Disadvantage 3.8% = Forces 2024/25- 9.23% Disadvantaged 3.07% Forces
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024 2024-2025
Date this statement was published	18/12/21
Date on which it will be reviewed	December 2024
Statement authorised by	R Chirgwin (HT) Adopted by: T Cocks (HT) (DEC23) Janine Bisson (CoLMC)
Pupil premium lead	T Cocks/H Welch
Local Monitoring Committee Chair	Janine Bisson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,280
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	£25,280

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.

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.

Budgeted cost:

Plymouth Argle: £11,610

Penryn Partnership – £6099

Intervention Support- £12,380

£30,089- we subsidise this through school funds to provide the best quality opportunities for all PP children.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skilled staff 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One to one teaching of individualised learning targets facilitated by qualified teacher.</p>	<p>Skilled staff focus exclusively on the needs of the learner and provide 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 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 skilled staff.</p>	<p>1,2,3,4</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>	<p>1</p>
<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>	<p>1,2</p>
<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 staff. Here they can be viewed by class teachers.</p>	<p>1</p>
<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</p>	<p>1,2</p>

	<p>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 delivered/revisited with a small group of children with our phonics intervention sessions.</p>	
<p><i>1:1 and small group sessions focused on social and emotional wellbeing.</i></p>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional need. (EEF +4)</p> <p>Some of our Pupil Premium children need more structured emotional support. This will be delivered universally, but where identified necessary by skilled and appropriate staff which are well-known to the children. BF adventure is also used to support children in a more targeted way.</p>	3
<p><i>Explicitly teach reading comprehension strategies (VIPERS) in small groups.</i></p>	<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

	Talk Through Stories is used as an intervention to support PP children who do not have exposure to structured storytime at home.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured playtimes	Physical activities has important benefits in terms of health, wellbeing and physical development. (EEF +1) 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.	1,3
Subsidised visits/activities	Enrichment activities offer children a context for learning and a stimulus to trigger their interest and motivation.	2,3,4
Music Tuition	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF +3) Engagement with Cornwall Music Service: violin, guitar, drums, keyboard taught by our peripatetic teachers.	3,4
PAFC and after school clubs promote positive self-image and resilience.	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) Promote positive self-image and resilience. Delivered by teachers, TAs and external experts who all have in-depth knowledge of our school community.	3,4
Promoting positive learning behaviour school wide.	Explicit teaching or metacognitive and self-regulatory strategies could	1,3,4

	<p>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>	
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Part B: Review of outcomes in the academic year 2023 -2024

Intended outcome	Success criteria
Reading/Writing/Maths	Achieve outcomes in line with or above National Average by the end of KS2.
100% of children achieved a good level of development in reading, writing and maths.	
Phonics/Early reading	Attainment in line with or above National early years reading outcomes. 100% Phonic pass end of Year 1
<p>EYFS – No children with PP in EYFS.</p> <p>Year 1 Phonics Screening Check: Meeting Expected Standard:</p> <p>100% of the PP eligible children passed the phonics screening check in June 23.</p> <p>KS1 Outcomes:</p> <p>75% of PP children achieved the expected standard in Writing and Maths with 50% of children achieving reading. This is based on very low cohort numbers.</p> <p><u>Key Summary</u></p> <p>- All children who were below pass mark in June 2023 have made accelerated progress. - Those who are still below pass mark have made an avg. of 5 marks progress</p>	
Curriculum enhancing school/class trips/experiences	Participation and engagement in wider curriculum opportunities.
Afterschool Clubs	355 hours of extra-curricular participation of PP children throughout the academic year: <ul style="list-style-type: none"> - hockey - pottery - rugby - Football - Netball - Dance

	<ul style="list-style-type: none"> - Basketball - Craft - Rounders - Art - Athletics
Year 3 and 4 Residential	100% of PP children attended residential July 2024
Year 5 and 6 Residential	100% of PP children attended residential June 2024
Extra-Curricular Music Tuition – weekly lessons	X5 Drums X2 Guitar X1 Piano X2 Ukulele
Attendance	In line with or above National average – 96%

Pupil Premium Attendance
Whole School Attendance

	2023-2024	2024-2025
Whole School	96.3%	97.2%
Disadvantaged	93.6%	97.7%
Unauthorised (whole school)	1.3%	1.1%
Unauthorised (disadvantaged)	1.7%	0.64%
90% or below (disadvantaged)	7.7%	0%
90% or below (non-disadvantaged)	1.9%	7.8%
80% or below (disadvantaged)	0%	0%
80% or below (non-disadvantaged)	0%	0%

Review of other targets

Increased participation in physical activities during playtimes, contributing to improved physical health and well-being.

Reduced number of behaviour incidents during playtimes by fostering teamwork and positive social interactions.

Development of social skills, such as collaboration, conflict resolution, and communication, through facilitated playtime activities.

Pupils, especially those from disadvantaged backgrounds, have access to enriching educational experiences that enhance their curiosity, motivation, and engagement with learning.

To provide a variety of visits and activities that link directly to the curriculum, deepening pupils' understanding and interest in key topics.

By providing high-quality music education that nurtures creativity, performance skills, and confidence in pupils this ensures that disadvantaged pupils have equal access to music tuition, closing gaps in arts education opportunities.

This also supports the development of fine motor skills, discipline, and self-expression through regular instrumental practice.

Increased participation in after-school clubs and physical activities, particularly among disadvantaged pupils. This in turn promotes resilience, self-confidence, and a positive self-image through inclusive and engaging extracurricular opportunities.

Children foster teamwork and interpersonal skills through structured sports and club activities.

Developed pupils' metacognitive and self-regulation skills through explicit teaching, enabling them to manage their learning independently and effectively.

Consistently implemented the school's behaviour policy, reducing the frequency of negative behaviors and creating a supportive learning environment.

Children build resilience and self-esteem in pupils, equipping them with the tools to overcome challenges and achieve success.