

## Pupil premium strategy statement – Kestrel Mead Primary Academy.

This statement details our school’s use of pupil premium (and recovery 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   | <b>Kestrel Mead Primary Academy</b>  |
| Number of pupils in school  | <b>804</b>   |
| Proportion (%) of pupil premium eligible pupils   | <b>24</b>  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | <b>2023-2026</b><br><b>The aims cover 3 years but we have focused on funding overview for one.</b> |
| Date this statement was published   | <b>November 2024</b>   |
| Date on which it will be reviewed   | <b>Termly and July 2024 for 2023/2024 funding overview</b>   |
| Statement authorised by   | <b>Zoe Simpson (Principal)</b>   |
| Pupil premium lead  | <b>Ellie Newnham</b>   |

### Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year   | £248, 704.00       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                 |
| Recovery premium 2023-2024  | <b>£22,345.00</b>  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£272,049.00</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Kestrel Mead we recognise that attainment is key for social mobility. Quality first teaching and a curriculum with high cultural capital lead to narrowing the disadvantaged gap.

At Kestrel Mead the offer for disadvantaged pupils encompasses curriculum and enrichment alongside removing additional barriers to learning whether these are social, emotional or academic.

We provide time for leaders to ensure quality first teaching is strong. Our monitoring and evaluation timeline enables school leaders to support high quality teaching and learning.

We fund small group sessions and 1:1 sessions completed by our Family Support Manager and Pastoral Support workers.

Our Family support manager has significant impact on children who are in receipt of PP funding. Early intervention support is also provided for families facing financial hardship who are unable to access funding as parents are students or are above the threshold for financial support. Grants are applied for; housing evidence is supported or additional school uniform supplied to remove additional barriers to education.

We subsidise educational trips and visits for all year groups and residential for year 6 to ensure all pupils access high cultural capital offer.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Very low opportunities for enrichment outside of school impacting on children's experience and vocabulary.<br>Many pupils have limited access to opportunities for enrichment outside of school, impacting on their |
| 2                | The attainment and progress gap between disadvantaged pupils and non-disadvantaged pupils has not reduced; becoming more evident in the wake of the pandemic.   |
| 3                | Attendance- attendance rates have not returned to school's pre-pandemic rates: persistent absence has been above national.  |
| 4                | Pupils identified on the vulnerability index scale as having additional barriers, including: domestic abuse; social care involvement; domestic abuse; housing; young carers.  |

## 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   |
|--|--|
| 1- Disadvantaged children have equal access to enrichment opportunities              | <ul style="list-style-type: none"> <li>-All disadvantaged pupils attend all external trips.</li> <li>-At least 60% of disadvantaged children attend -the year 6 residential.</li> <li>- All disadvantaged pupils access in school enrichment opportunities provided through visitors into school.</li> </ul>   |
| 2- The attainment gap between disadvantaged and non disadvantaged pupils is reduced. | <ul style="list-style-type: none"> <li>- End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged is reducing.</li> <li>- M&amp;E shows that disadvantaged pupils are making good progress compared to that of non disadvantaged pupils.</li> <li>- SIP Focus 24-25 Targeted outcome reading age of DA children (Year 2-6) &amp;Phonics outcomes (EYFS/Year 1)</li> </ul> |
| 3- Attendance of Disadvantaged pupils will have improved.                            | <ul style="list-style-type: none"> <li>- Attendance gap between disadvantaged and non-disadvantaged will reduce.</li> <li>- Attendance of disadvantaged pupils will be at least in line with national</li> </ul>   |
| 4- Families access the support they need to reduce barriers to learning.             | <ul style="list-style-type: none"> <li>- Families will engage with school-based Family Support Worker and Pastoral workers leading to a reduction in social care intervention.</li> </ul>  |

**Activity in this academic year:**

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

Teaching (for example, CPD, recruitment and retention)

**Total Budgeted Cost: £110,036**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Release for leaders to complete a clear monitoring and evaluation timeline is completed by all leaders, enabling them to support high quality teaching and learning.</i></p> | <p><i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p>Tiered approach research from EEF consider: <i>is there a logical and well sequenced plan to sustain high quality teaching</i></p> <p><i>Having the highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don’t lack talent or ability, but can lack opportunity. Prior attainment should not set limits on our ambitions for pupils. (Durrington Research)</i></p> <p><i>A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care. (Durrington Research)</i></p> <p><i>Avoiding ‘over intervention’ and recognise the importance of curriculum equity.</i></p> | <p>2, 3</p>                   |

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

**Total budgeted cost: £20,909**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Targeted deployment of TA resources to provide</i></p> | <p><i>EEF Toolkit identifies:</i></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> | <p>2</p>                      |

|   |   |  |
|---|---|--|
| <p><i>academic support across all year groups. Targeted focus for 60hours of TA2 to focus on targeted intervention for disad children</i></p> | <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> |  |
|   |   |  |

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

**Total budgeted cost £139,318**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Funding of removing barriers group team to include:</i><br/>           -Family Support Manager<br/>           -Pastoral Support workers<br/>           -Attendance Manager</p> | <p>Targeted approaches to Social, Emotional learning have a positive impact on progress. (EEF).<br/> <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a><br/>           Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.<br/> <a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a><br/>           identifies schools should build a positive relationship between home and school that can be the foundation of good attendance</p> | <p>2,4,5</p>                  |

**PUPIL PREMIUM STRATEGY STATEMENT**

|   |   |             |
|---|---|-------------|
| <p><i>Funding of all curricular activities and Golden Ticket to clubs offer.</i></p>  | <p>Children from low income households more than 4xmore likely to miss out on social interactions. (University of Leeds 2018)</p>   | <p>1, 2</p> |
| <p><i>Creation of a hardship fund, providing access for all families for additional school uniform, access to additional food through school's food bank.</i></p> | <p>IDACI decile for school's two postcodes are indicate high levels of deprivation in the school's local area. However, this is not supported by the 24% of children accessing pupil premium funding.</p> | <p>4,5</p>  |
|   |   |             |

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils:

| Intended outcome  | Success criteria   | Impact  |                |         |       |         |          |       |  |          |  |  |      |      |      |      |      |      |      |      |               |     |     |     |    |     |     |     |    |
|---|--|---|----------------|---------|-------|---------|----------|-------|--|----------|--|--|------|------|------|------|------|------|------|------|---------------|-----|-----|-----|----|-----|-----|-----|----|
| Disadvantaged children have equal access to enrichment opportunities              | All disadvantaged pupils attend all external trips. At least 60% of disadvantaged children attend -the year 6 residential. All disadvantaged pupils access in school enrichment opportunities provided through visitors into school. | By attending all trips and enrichment opportunities there were no gaps in learning or experience for disadvantaged pupils. They experienced the same cultural capital opportunities as their peers<br>The attendance on the year 6 residential led to disadvantaged pupils developing independence and team building along with experiencing the same opportunities as their peers.<br>Through creating a golden ticket offer for clubs disadvantaged pupils could access clubs and wider opportunities that they had not previously attended. 80% of children who performed at a Dance showcase came from Disadvantaged backgrounds.   |                |         |       |         |          |       |  |          |  |  |      |      |      |      |      |      |      |      |               |     |     |     |    |     |     |     |    |
| The attainment gap between disadvantaged and non disadvantaged pupils is reduced. | End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged will have narrowed   | Due to the refined PP strategy and leadership focus in 23-24, the progress of the DA outperformed the progress of the non DA in reading and writing in all year groups apart from 4 areas. This closed the gap, but the gap still exists in all year groups in all areas.<br>In end of Key Stage 2 data the attainment gap was reduced: <table border="1" data-bbox="609 1729 1422 2002"> <thead> <tr> <th>KS2 attainment</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <td></td> <td>EXP+</td> <td>GD S</td> <td>EXP+</td> <td>GD S</td> <td>EXP+</td> <td>GD S</td> <td>EXP+</td> <td>GD S</td> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>77%</td> <td>36%</td> <td>64%</td> <td>8%</td> <td>67%</td> <td>18%</td> <td>56%</td> <td>5%</td> </tr> </tbody> </table> | KS2 attainment | Reading |       | Writing |          | Maths |  | Combined |  |  | EXP+ | GD S | EXP+ | GD S | EXP+ | GD S | EXP+ | GD S | Disadvantaged | 77% | 36% | 64% | 8% | 67% | 18% | 56% | 5% |
| KS2 attainment  | Reading  |   | Writing        |         | Maths |         | Combined |       |  |          |  |  |      |      |      |      |      |      |      |      |               |     |     |     |    |     |     |     |    |
|   | EXP+   | GD S  | EXP+           | GD S    | EXP+  | GD S    | EXP+     | GD S  |  |          |  |  |      |      |      |      |      |      |      |      |               |     |     |     |    |     |     |     |    |
| Disadvantaged   | 77%  | 36%   | 64%            | 8%      | 67%   | 18%     | 56%      | 5%    |  |          |  |  |      |      |      |      |      |      |      |      |               |     |     |     |    |     |     |     |    |

**PUPIL PREMIUM STRATEGY STATEMENT**

|   | <p>since July 2021 M&amp;E shows that disadvantaged pupils are making good progress compared to that of non disadvantaged pupils.</p>   | <table border="1"> <tr> <td>Non-Disadvantaged</td> <td>84%</td> <td>45%</td> <td>83%</td> <td>8%</td> <td>82%</td> <td>38%</td> <td>73%</td> <td>4%</td> </tr> <tr> <td>Gap 2024</td> <td>7%</td> <td>9%</td> <td>19%</td> <td></td> <td>15%</td> <td>20%</td> <td>17%</td> <td>+1%</td> </tr> <tr> <td>Gap 2023</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>   | Non-Disadvantaged | 84%    | 45%    | 83%    | 8%     | 82%    | 38%    | 73%     | 4% | Gap 2024 | 7%  | 9%  | 19% |     | 15%    | 20% | 17% | +1% | Gap 2023 |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|---|---|--|-------------------|--------|--------|--------|--------|--------|--------|---------|----|----------|-----|-----|-----|-----|--------|-----|-----|-----|----------|-----|-----|---|-----|-----|-----|-----|---------|----|-----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|----|-----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Non-Disadvantaged   | 84%   | 45%  | 83%               | 8%     | 82%    | 38%    | 73%    | 4%     |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| Gap 2024  | 7%  | 9%   | 19%               |        | 15%    | 20%    | 17%    | +1%    |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| Gap 2023  |   |  |                   |        |        |        |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| <p>All Early career teachers will access a full induction programme with a mentor who has dedicated time to fulfil the task</p> | <p>All ECTS will be successful in their first and second year of teaching All ECTS will remain in the profession As a result of high quality first teaching the attainment gap between disadvantaged and non-disadvantaged will have narrowed</p> | <p>All ECTs were successful in their inductions- high quality teaching and learning lead to improved pupil outcomes for disadvantaged pupils. Internal progress data for year 2- 6 showed that the average progress made by disadvantaged pupils was higher than that made by other pupils in all but 4 areas. Indicating that the attainment gap narrowed.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2 prog</th> <th>3 prog</th> <th>4 prog</th> <th>5 prog</th> <th>6 prog</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Reading</td> <td>DA</td> <td>2.7</td> <td>4.0</td> <td>3.5</td> <td>3.2</td> <td>3.8</td> </tr> <tr> <td>Non DA</td> <td>3</td> <td>3.5</td> <td>3.2</td> <td>3.0</td> <td>3.3</td> </tr> <tr> <td>ALL</td> <td>3</td> <td>3.6</td> <td>3.3</td> <td>3.1</td> <td>3.4</td> </tr> <tr> <td rowspan="3">Writing</td> <td>DA</td> <td>2.9</td> <td>2.9</td> <td>3.2</td> <td>3.3</td> <td>3.9</td> </tr> <tr> <td>Non DA</td> <td>3.0</td> <td>3.0</td> <td>3.1</td> <td>3.0</td> <td>3.9</td> </tr> <tr> <td>ALL</td> <td>3.0</td> <td>3.0</td> <td>3.2</td> <td>3.1</td> <td>3.6</td> </tr> <tr> <td rowspan="3">Maths</td> <td>DA</td> <td>2.9</td> <td>3.2</td> <td>3.0</td> <td>3.6</td> <td>3.0</td> </tr> <tr> <td>Non DA</td> <td>3.0</td> <td>3.4</td> <td>3.1</td> <td>3.1</td> <td>3.0</td> </tr> <tr> <td>ALL</td> <td>3.0</td> <td>3.3</td> <td>3.1</td> <td>3.3</td> <td>3.0</td> </tr> </tbody> </table> |                   |        | 2 prog | 3 prog | 4 prog | 5 prog | 6 prog | Reading | DA | 2.7      | 4.0 | 3.5 | 3.2 | 3.8 | Non DA | 3   | 3.5 | 3.2 | 3.0      | 3.3 | ALL | 3 | 3.6 | 3.3 | 3.1 | 3.4 | Writing | DA | 2.9 | 2.9 | 3.2 | 3.3 | 3.9 | Non DA | 3.0 | 3.0 | 3.1 | 3.0 | 3.9 | ALL | 3.0 | 3.0 | 3.2 | 3.1 | 3.6 | Maths | DA | 2.9 | 3.2 | 3.0 | 3.6 | 3.0 | Non DA | 3.0 | 3.4 | 3.1 | 3.1 | 3.0 | ALL | 3.0 | 3.3 | 3.1 | 3.3 | 3.0 |
|   |   | 2 prog   | 3 prog            | 4 prog | 5 prog | 6 prog |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| Reading   | DA  | 2.7  | 4.0               | 3.5    | 3.2    | 3.8    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | Non DA  | 3  | 3.5               | 3.2    | 3.0    | 3.3    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | ALL   | 3  | 3.6               | 3.3    | 3.1    | 3.4    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| Writing   | DA  | 2.9  | 2.9               | 3.2    | 3.3    | 3.9    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | Non DA  | 3.0  | 3.0               | 3.1    | 3.0    | 3.9    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | ALL   | 3.0  | 3.0               | 3.2    | 3.1    | 3.6    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| Maths   | DA  | 2.9  | 3.2               | 3.0    | 3.6    | 3.0    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | Non DA  | 3.0  | 3.4               | 3.1    | 3.1    | 3.0    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
|   | ALL   | 3.0  | 3.3               | 3.1    | 3.3    | 3.0    |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| <p>Attendance of Disadvantaged pupils will have improved.</p>   | <p>Attendance gap between disadvantaged and non-disadvantaged will reduce.</p>  | <p>The work of the pastoral team in raising attendance of disadvantaged pupils is evident through the improved attendance in 2023-2024- attendance was 92.7% an improvement from 90.3% in the previous academic year.</p>  |                   |        |        |        |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |
| <p>Families access the support they need to reduce barriers to learning.</p>  | <p>Families will engage with school-based Family Support Worker and Pastoral workers</p>  | <p>High caseload for family support evident in data dashboard indicates that 84 families were receiving family support through the school family support manager. An increase from 38 in the previous academic year. This increase in engagement resulted in more focused work completed with families; this included housing applications and household funds. Access to</p>  |                   |        |        |        |        |        |        |         |    |          |     |     |     |     |        |     |     |     |          |     |     |   |     |     |     |     |         |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |       |    |     |     |     |     |     |        |     |     |     |     |     |     |     |     |     |     |     |



|  |   |  |
|--|---|--|
|  | leading to a reduction in social care intervention. | this wider support enabled families to sustain their circumstances reducing the need for early intervention. |
|--|---|--|