

Pupil premium strategy statement – Kea CP School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	11.33%
Academic year/years that our current pupil premium strategy plan covers	23/24 24/25 25/26
Date this statement was published	24.12.24
Date on which it will be reviewed	6.9.25
Statement authorised by	Michael Barritt
Pupil premium lead	Michael Barritt
Governor / Trustee lead	Peter White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,850
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£36,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child in our school makes the progress they are capable of regardless of background or challenges they face. Our Pupil Premium strategy focus is to ensure that all our Pupil Premium children leave our school with attainment that is at least in line with Age Related Expectations (ARE). That each academic year pupils make at least expected or better than expected progress in reading, writing and maths. The use of highly skilled practitioners to work with and support targeted pupils within the Pupil Premium group is at the heart of our strategy. Our approach will be responsive to common challenges and individual needs, rooted in robust summative and formative assessment, not assumptions about the impact of disadvantage. These assessments will ensure that intervention is as effective as possible and this intervention is adapted and evaluated to best serve the needs of the children as and when necessary. We recognise that among Pupil Premium pupils there are some which need support to work in line with ARE and some who need challenge and support to ensure they reach their full potential exceeding ARE. Our strategy is also integral to wider school plans supporting well-being and mental health. Research shows that interventions such as these improve pupil outcomes by enabling pupils to better engage with their learning.

Challenges

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

Challenge number	Detail of challenge
1	No PP children included in end of KS2 results for academic year 23/24 but internal data shows similar gaps to below between PP and Non PP 43% of disadvantaged pupils at end of KS1 achieved expected standard or higher in writing, compared to 65% national. 57% of disadvantaged pupils at end of KS1 achieved expected standard or higher in maths, compared to 75% national 57% of disadvantaged pupils at end of KS1 achieved expected standard or higher in reading compared to 73% national. These trends were not in line with general pupil achievement and attainment.
2	7% pupils on our RON have SEMH identified as the main area of need. 27% of these pupils are PP children. A higher percentage than other groups within the RON analysis

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
Progress gap in maths decreases between PP and nonPP groups	KS1 and 2 maths progress for PP children is in line with non-PP progress by the end of 2027/28
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show that a greater percentage than the national average of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that a greater percentage than the national average of disadvantaged pupils met the expected standard.
PP children receive early intervention, support and provision for their potential SEMH needs.	By 2027/28 The number of pupils on the RON with SEMH identified as the main area of need is in line with non-PP pupils

Activity in this academic year

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

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

Budgeted cost: £23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths and English sessions targeted at disadvantaged pupils who require support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Research link	1

Staffing interventions such as precision teach, phonic interventions, touch typing	Research link Research link 2	1
Individualised 'spotlight' support within lessons for PP children. Support adult to provide within classroom	Research link	

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

Budgeted cost: £13650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing of afternoon 'nurture' type groups to support pupils with SEMH needs	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Research link Research link 2	2

Total budgeted cost: £ 36,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were no PP children within the end of KS2 cohort in academic year 23/24. End of KS1 data showed that the gap between PP and non-PP children had narrowed but was still in place. Internal school data shows similar- that the gap is narrowed but still exists. Half termly pupil progress meetings have shown that the interventions listed above are impacted on the specific pupils identified.

Further information (optional)

Historically, the PP money has been allocated to the staffing line within the whole school budget and then adults used to support the PP children within school. This has meant that the specific impact of the PP spend has been difficult to track. Part of the 3-year pupil premium strategy within the wider 3-year vision of the school is that a specific pupil premium line is set within the budget