

Kelvedon Hatch Community Primary School

Pupil Premium Strategy Statement 2024/25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kelvedon Hatch Community Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	34 children 20.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Victoria Townsend, Headteacher
Pupil premium lead	Victoria Townsend, Headteacher
Governor / Trustee lead	Helen Witty

Pupil Premium Strategy Statement 2024-2025

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,940

Part A: Pupil premium strategy plan

Statement of intent

At Kelvedon Hatch Community Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential. We aim to create independent thinkers who take ownership over their education, developing strong life-long learning behaviours of perseverance and resilience. Our aim is to ensure that all children's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.

High-quality teaching is at the heart of our approach, ensuring our children feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount, providing a safe and supportive environment. We aim to provide a wide range of teaching and learning strategies to suit our children's needs, preparing them for their next stages of education. Our teachers encourage independence enabling our children to become resilient learners.

Pupil Premium helps us provide additional support, such as an LSA in each class and a developing programme of interventions, particularly in reading, writing and mathematics, to close the gap with non-disadvantaged students.

The activity we have outlined in this statement is intended to support all children, regardless of whether they are disadvantaged or not. We will consider all evidence available to us, including EEF and will ensure that strategies used match the context of Kelvedon Hatch Community Primary School.

Challenges

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

Challenge number	Detail of challenge
1	Regular assessment highlights areas of attainment where disadvantaged pupils do less well, particularly in writing.
2	Attendance: some children do not attend school regularly enough.
3	Weekly reading figures reveal a gap in the amount of reading done at home by disadvantaged pupils compared to their peers, which affects their progress.
4	Vocabulary and oral language skills: Assessments and observations show that there is a gap in tier 2 vocabulary and oral language skills.
5	Cultural Capital: Some disadvantaged pupils have limited access to a wide range of opportunities and learning experiences, which can reduce their knowledge, skills, and experiences, impacting their academic achievement.
6	Emotional Wellbeing: Some disadvantaged pupils may be concerned about their family's challenges, which can affect their self-esteem and emotional well-being.
7	Parental Engagement: Engaging families experiencing significant challenges can sometimes be difficult.

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
High quality teaching is effective and teachers are well equipped to plan and adapt teaching so that they can respond to and meet the needs of individual learners.	Teachers have an excellent understanding of the needs of the pupils in their class and can diagnostically assess barriers to learning. Lessons are adapted to meet the needs of all learners. LSAs are deployed effectively to support all learners. Teachers have access to high quality, continuing professional development and can reflect on how this will impact their teaching practice.
The attainment gap for disadvantaged pupils will reduce so that there will be a higher percentage of disadvantaged pupils attaining in line with peers in reading and writing.	All teachers and LSAs are aware of which children are disadvantaged in their class. A rigorous programme of targeted academic support is provided to disadvantaged pupils. This might include (but is not limited to): <ul style="list-style-type: none"> • Precision teaching training • Daily reading • Phonics, spelling and handwriting interventions. • Pre-teaching of vocabulary • Oral rehearsal before writing • Editing support Flexible groupings are used to support disadvantaged pupils in writing lessons. Writing is clearly modelled through the use of visualisers, flip

	charts and working walls. English lessons are based on high quality texts which provide examples of effective writing. Disadvantaged pupils to make accelerated progress, particularly in writing.
Disadvantaged pupils' attendance improves so that it is broadly in line with non-disadvantaged nationally.	Attendance is monitored rigorously. The importance of good attendance is communicated clearly to all parents and carers. Pupils with persistent absence are flagged to the Headteacher. The Headteacher holds attendance meetings with parents of pupils whose attendance is below average. Barriers to attendance are explored and early support is offered to disadvantaged families. Team Around the Family Meetings are considered for disadvantaged families where there are significant barriers to attendance, Disadvantaged pupils' attendance is in line with non-disadvantaged pupils nationally
Disadvantaged pupils will read regularly at home, at least four times per week, so that they develop fluency and a love of reading for pleasure.	Children at the start of their reading journey will have access to decodable books matched to their phonic phase to take home and read every day. Children at the start of their reading journey will have access to a high quality picture book to take home and share with an adult every day. As children develop reading skills they will choose a high quality text to take home and read every day. Expectations about signing the reading record are communicated clearly to parents. Teachers follow up immediately with any parents of disadvantaged pupils who have not signed to say they have read with their child. Names of pupils who have not read 4 times to be given to the Headteacher each week so he can follow up with the parents / carers. Clear system of rewards in place for pupils and classes who read 4/5 times per week, including a reading owl. Classes to share high quality texts to access a range of authors and genres for enjoyment. Children to enjoy reading and talk confidently about the books that they have read. Disadvantaged pupils who have not read at home will read to an adult in school.
Disadvantaged pupils will develop increased vocabulary and oracy skills so that they are able to communicate effectively.	Speech, language and communication needs (SLCN) are highlighted as early as possible. All areas of the curriculum have a focus on vocabulary and this is pre-taught to disadvantaged learners so that they are able to access lessons in the same way as their peers. Tier 3 vocabulary are explicitly taught in each year group across foundation subjects so that disadvantaged pupils develop language. The new English curriculum has got opportunities for children to develop oracy through increased opportunities to take part in debates, recite poetry and present in front of their class and wider audiences.
Disadvantaged pupils will make at least the expected progress (from their individual starting point) in reading, writing and maths so that they progress in line with their peers.	All teachers and LSAs are aware of which children are disadvantaged in their class. Formative assessment is used effectively to respond to learners' needs and adapt teaching. Diagnostic assessment is used to identify gaps and inform interventions. Half termly summative assessment shows that disadvantaged pupils are making expected progress.
Disadvantaged pupils will have access to a wide range	Senior leaders analyse the uptake of clubs and school trips by disadvantaged pupils and increase access to these. All disadvantaged

<p>of opportunities and extracurricular activities so that they develop cultural capital, emotional wellbeing and a strong sense of self.</p>	<p>pupils are offered a club and barriers (such a reply slip not being returned on time) does not reduce access to these provisions. A range of visitors to the school enhance the experiences of disadvantaged pupils and increases aspirations, cultural capital, motivation and engagement. The curriculum is enhanced by planned trips and visits which are subsidised for disadvantage pupils to ensure full access and uptake. Disadvantaged pupils are rewarded for demonstrating school values and feel a sense of belonging. Disadvantaged pupils know how to access support for emotional wellbeing when needed.</p>
<p>Disadvantaged pupils mental health, self-esteem and emotional wellbeing are prioritised so they can regulate and engage fully in their learning.</p>	<p>We promote strong values that create a positive ethos and our mantra of Safe, Happy and Learning underpins everything we do. The PSHE curriculum teaches key skills to develop strong emotional wellbeing and an understanding of yourself. Adults are nurturing and caring and are responsive to children's needs. Children have a trusted adults who provide emotional support to ensure they feel safe and valued within school. This relationship helps build self esteem and confidence. We deliver SCARF workshops to teach children and parents vital emotional social skills that foster resilience, self- awareness and to manage emotions. We provide disadvantaged children with a Therapy Dog helping children reduce anxiety and stress and providing comfort. We partner with Kids Inspire to provide a tailored counselling service which allows children to receive the support they need in a confidential setting.</p>
<p>Parents/Carers of disadvantaged pupils will engage with senior leaders so that challenges can be explored and families feel supported by the school.</p>	<p>Senior leaders are visible on the gates at drop off and pick up time so they can engage with parents and carers of disadvantaged pupils regularly in an informal way. Leaders build good relationships with families and families feel able to share concerns and challenges and feel listened to. We know and understand the complex home situations that some of our families experience. Leaders seek consent for referrals to outside agencies, where appropriate, and parents are willing to engage with this process.</p>

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)

Budgeted cost: **£41,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD for teachers: National College Training Walkthrus Inclusion Partner training</p>	<p>Effective Professional Development Guidance Report</p>	<p>1, 3, 4</p>
<p>Full time LSA in each class to enable flexible grouping and lessons to be adapted to respond to needs of different learners</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>EEF – Collaborative Learning Cost: 1/5 Evidence Strength: 2/5 Impact: +5 months</p> <p>EEF – Feedback Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months</p> <p>EEF – Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months</p> <p>Metacognition and self-regulation Cost: 1/5 Evidence Strength: 4/5 Impact: +7 months</p> <p>Teaching Assistant Interventions Cost: 3/5 Evidence Strength: 3/5 Impact: +4 months</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Embedding changes to the curriculum with a focus on vocabulary development and oral language skills.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 Months</p> <p>Oral Language Interventions Cost: 1/5 Evidence Strength: 4/5 Impact: +6 Months</p>	<p>1, 3, 4,</p>

<p>Continue to enhance our reading resources and promote a love of reading, including the teaching of early reading.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 Months</p> <p>Reading Comprehension Strategies Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months</p> <p>Parental engagement Cost: 1/5 Evidence Strength: 4/5 Impact: +4 months</p>	<p>1, 3, 4, 5, 7</p>
--	--	----------------------

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

Budgeted cost: **£19,717**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the percentage of children working at ARE+ across the curriculum by identification and assessment of children's individual needs.	<p>High quality teaching supported by small group and one to one support targeted through identification and assessment of need.</p> <p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months</p>	1, 3, 4,
Employment of additional staff member to release teachers to plan and provide additional support, particularly in Year 3.	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months</p> <p>Teaching Assistant Interventions Cost: 3/5 Evidence Strength: 3/5 Impact: +4 months</p>	1, 4,
Additional interventions after school with disadvantaged children prioritised.	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Small Group Tuition Cost: 2/5 Evidence Strength: 3/5 Impact: +4 Months</p> <p>Parental engagement Cost: 1/5 Evidence Strength: 4/5 Impact: +4 months</p>	1, 3, 4, 7 parental support for the interventions??

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

Budgeted cost: **£5705**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic activities that promote resilience, self-awareness, and relationship building to empower more positive life choices.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months</p> <p>Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months</p>	<p>2, 6, 7</p>
<p>To improve pupil wellbeing, social and emotional skills, attendance and readiness to learn via consistent support from all school staff.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months</p> <p>Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice.</p>	<p>2, 6, 7</p>

<p>To ensure access to a full enrichment offer, including educational and residential trips, visits and workshops.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Physical Activities Cost: 1/5 Evidence Strength: 3/5 Impact: +1 Months</p> <p>Arts Participation Cost 1/5 Evidence Strength 3/5 Months Impact +3</p> <p>World Health Organisation findings show that children raised with exposure to green space are as much as 55% less likely to develop mental health problems such as substance abuse, stress-related illnesses and eating disorders.</p>	<p>2, 5, 6</p>
<p>Enhanced our provision during lunchtime</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Physical Activities Cost: 1/5 Evidence Strength: 3/5 Impact: +1 Months</p> <p>Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months</p> <p>Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months</p>	

Total budgeted cost: £66,940

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 2023 to 2024 academic year.

Last year's Pupil Premium strategy provided a foundation for supporting disadvantaged pupils. While we have a new staff team this year, we have reviewed the data, observations, and outcomes from the previous year to identify successes and areas requiring further development.

Initiatives such as Kids Inspire provided valuable support for children and promoted wellbeing resilience, self-awareness, emotional well-being. Individual children were supported to attend school visits which has supported their access to learning outside the classroom. Forest School was highly beneficial last year as it provided all pupils, including disadvantaged pupils with hands-on learning opportunities, improved their confidence, and supported their emotional well-being through regular engagement with nature.

Engagement with families, pupil well-being and SEND remain as areas requiring focused attention. Attendance continues to be a priority, although it has shown slight improvement compared to the same point last year.

With a new team in place, we are committed to building on last year's learning, ensuring a cohesive and impactful approach to raising attainment and supporting the well-being of our disadvantaged pupils. Our focus this year is to embed adaptive teaching practices through targeted staff training, strengthening interventions and enhancing the tracking of pupil progress to ensure timely support. The insights gained from last year will guide our strategy to ensure continuity and improvement for our children.