

## 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	Kader Academy
Number of pupils in school	483 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	18.2% (based on last census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	10/12/2021
Date on which it will be reviewed	30/03/2022
Statement authorised by	A Mitchinson
Pupil premium lead	A Mitchinson
Governor / Trustee lead	Christine Marchant

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,970 received for financial year 2021-22
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£116,150 (assuming level of funding for the summer term is comparable when the new funding for financial year 2022-23 is allocated)

# Part A: Pupil premium strategy plan

## Statement of intent

At Kader Academy, by promoting our cultural capital and our school ethos we aim to create a level playing field for all of our children irrespective of whether they are disadvantaged or not. We intend to eliminate as many barriers to learning as possible in order to ensure that our disadvantaged children achieve their full potential.

Quality first teaching is fundamental at Kader in diminishing the attainment gap between advantaged and disadvantaged children. We pride ourselves on our excellent teaching staff delivering a robust, broad, balanced and engaging curriculum. Therefore, the bulk of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services such as Speech and Language support, Learning and Language Support, The Bungalow Project, Educational Psychologist and our in-house counselling service. We know that these services have a positive impact on children and their families across the school.

We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective:

**The EEF's toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children's learning. Their Covid support guide for schools also states:**

**"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy."**

**And that:**

**"Tuition delivered by qualified teachers is likely to have the highest impact."**

By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps in learning as quickly as possible.

Across school, children's limited vocabulary has been identified as a key barrier to learning across all aspects of the curriculum. As a result, our English curriculum and a progressive vocabulary bank has been adapted and implemented to address this.

## Challenges

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

Challenge number	Detail of challenge
1	Vocabulary development- school has identified vocabulary as a key challenge across the Key Stages from children upon entry to Year 6.
2	The negative impact of the pandemic on progress and attainment across English. The impact of COVID and school closures has had a significant effect on the development of early phonics and reading with the gap between the disadvantaged and the non-disadvantaged widening. This gap is also prevalent in early KS2
3	The negative impact of the pandemic on progress and attainment across Maths particularly early number and fluency in Maths in KS2 is a concern.
4	The emotional wellbeing of disadvantaged children in regards to their resilience and stamina is more significant post pandemic. These findings are supported by national studies.

## 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
As a result of an enriched and progressive vocabulary and English programme, we will see increased language and communication skills, with the application of the taught vocabulary among our disadvantaged children.	Formative and summative assessments will show significantly improved oral language among our disadvantaged and non-disadvantaged children.  Book scrutinies, lesson drop-ins and pupil voice will further indicate success.
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	At least 72% (pre COVID levels) will achieve the expected standard for reading at the end of Reception.  At the end of Year 1 Phonic check at least 85% of the children will achieve the expected standard.  By December 2021 at least 84% of Year 2 will achieve the standard for their phonics check, increasing to 92% by the Summer 2022. The gap between disadvantaged and non-disadvantaged will mirror previous pre- COVID years.

<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously will show clear improvements from their initial score to their ultimate success.</p> <p>KS1 results in Reading will close the gap between disadvantaged and non- disadvantaged children. They will achieve the expected standard at the end of KS1 with a difference of less than 20%</p> <p>Children in Year 4 (2 children) and Year 3 (9 children) who did not achieve the standard at KS1 will continue to receive RWI intervention support in order to make progress to achieving ARE in Reading.</p> <p>Children in LKS2 results will show a continued improvement towards meeting and then exceeding their pre- covid levels of attainment.</p>									
<p>Writing stamina will improve, allowing for greater quality and quantity of extended pieces of writing to be produced.</p>	<p>Book scrutinies will show children applying skills taught and an increasing capacity for a longer writing task.</p> <p>Internal and external moderation will demonstrate a continued improvement towards achieving ARE for all children.</p> <p>Attainment levels at the end of Key Stage 1 and Key Stage 2 will show a positive gain in achieving pre-covid attainment levels in Summer 2022.</p> <table border="1" data-bbox="855 1563 1393 1783"> <thead> <tr> <th>Writing</th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>78%</td> <td>68%</td> </tr> <tr> <td>KS2</td> <td>90%</td> <td>76%</td> </tr> </tbody> </table>	Writing	2019	2021	KS1	78%	68%	KS2	90%	76%
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<p>Early number acquisition will improve for disadvantaged children in EYFS and KS1.</p>	<p>EYFS internal data will show increased progress towards their Early Learning Goals.</p> <p>Year 1 children will continue to show improvement towards the Year 1 expected standard based on their end of Reception data, increasing from 58% at standard and 72% working with ARE.</p> <p>Y2 children maths outcomes in Summer 2022 will show a decreased gap between advantaged and disadvantaged from 10% in 2021</p>
<p>Number fluency in KS2 will improve for disadvantaged pupils and the gap will close.</p> <p>End of KS2 results in 2022 will show lessening of the gap between disadvantaged and advantaged pupils.</p>	<p>PiXL data will continue to provide a positive National benchmark across Key Stage 2 as a comparative judgement.</p> <p>The gap between disadvantaged and advantaged pupils will lesson to below 20% towards our pre covid results in 2019, with a gap of 10%.</p> <p>The Statutory times table check will show a school improvement from internal predictions from 2021</p> <p>42/59 = 71% of children got 20 marks plus. 4/12 = 33% of PP children scored 20 and above</p>
<p>Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The school PSHE curriculum will actively support children's wellbeing and self-esteem.</p>	<p>All children who receive PP funding will receive counselling and support when needs arise and will have access to PSA for one-to-one sessions.</p> <p>Children receiving support will show an increased awareness of strategies of how to deal with their own emotional well-being.</p>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment and Training from the English Hub to develop a bespoke English curriculum for school.</p> <p>English Lead has produced a comprehensive , progressive Vocabulary programme.</p> <p>Huge on-going investment in literature</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD</p>	<p>The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.</p>	<p>1,2,3,4</p>
<p>Further investment in a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> RWI to secure stronger phonics teaching for all pupils. All teachers and Tas to receive training and access to the RWI Portal.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,4</p>
<p>Reading-</p> <p>There has been a huge investment in developing the literature available in school for promoting reading attainment and Reading for Pleasure.</p> <p>Additional licences have been purchased for Reading Plus for Key Stage 2</p> <p>Accelerated Reader continues to be utilised across school to assess and monitor Reading comprehension progress.</p> <p>Internal tracking, assessment and monitoring services-PIXL and Target</p>	<p>The EEF’s Teaching and Learning Toolkit indicates that promoting reading comprehension strategies can have very high impact for very low cost, based on extensive evidence.</p>	<p>2,3,4</p>

<p>tracker have been purchased to inform planning, identify and address gaps and to provide a National benchmark.</p> <p>Provide training on developing a reading comprehension framework.</p> <p>Support teaching staff to promote understanding and enjoyment of reading across school.</p> <p>Access National College teacher training programmes.</p>		
<p>Participation in The NCETM Developing Number programme in Reception to Year 2.</p> <p>Additional training in developing reasoning with ISEEREASONING with Gareth Metcalfe.</p> <p>Internal tracking, assessment and monitoring services-PIXL and Target tracker have been purchased to inform planning, identify and address gaps and to provide a National benchmark.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611207/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2,3,4
<p>Improve the emotional well-being of disadvantaged children using the Headstart programme, The bungalow Project, the PSHE curriculum</p> <p>And our in house counselling support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/evidence/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers and Teaching assistants in Year 1, Year 2, Year 3, Year 5 and Year 6 to delivery and monitor structured teaching and support across the curriculum.</p>	<p>The EEF's toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children's learning. Their Covid support guide for schools also states:</p> <p>"There is extensive evidence supporting the impact of high quality one to one and</p>	1,2,3,4

National Tutoring support 1-3 children	small group tuition as a catch-up strategy.” And that: “Tuition delivered by qualified teachers is likely to have the highest impact.”	
Buy in specialist speech and language support for children.	We have found that an investment in speech and language support is a very effective use of time and funding – our children who access in-school speech and language support make good progress. The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.	1, 2,3

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist counselling services for children from the Bungalow Project.	Although there is no specific evidence listed by the EEF on the impact of specialist counselling, we have seen first-hand in school the positive effect of supporting children’s mental health.	4
Addition in house counselling support from PSA 2 afternoons per week and after school.		
Buy in Educational Psychologist support from the local authority.	The constant diversification of our SEND profile requires a more in-depth analysis of pupils needs. Staff require greater support in best supporting their pupils to ensure that the correct strategies and interventions are implemented (for both the child’s academic and pastoral success).	1,2,3,4

**Total budgeted cost: £ 140,000**



## 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 2020 to 2021 academic year.

Desired outcome	Chosen action / approach	Review/Impact
<p>To track, monitor and evaluate strategies to maximise and close the gap enabling pupils to achieve age related expectations.</p> <p>To liaise with SLT and teaching staff about issues/ barriers to PP children's learning and actions in place to address this.</p> <p>To monitor intervention and outcomes of targeted groups and provide support to teachers and support staff.</p>	<p>Baseline assessments were completed from Y2 to Year 6 using PIXL Autumn Transition package to identify gaps and missed learning. Data meeting with all year groups with SLT and SENDco</p> <p>EYFS completed baselines to inform planning</p> <p>Year 1 assessed children against the Early Learning Goals in October to aid the smooth transition into the KS1 curriculum.</p> <p>SENDCO met with all year groups to discuss specifically vulnerable groups and the support given and any actions needed moving forward.</p> <p>SENDCO created PP intervention overview to monitor the strategies in place.</p> <p>Performance management priority for TAs- Assess, Do and Review Cycle monitored by SENDCO and SLT.</p>	<p>This allowed us to plan for subsequent intervention and adaptations as part of our recovery curriculum. Gaps were identified and prioritised on a year group/ cohort specific basis.</p> <p>SLT/ All staff now have greater ownership of their cohort's data, allowing for more detailed gap and progress analysis. Core subject leaders and key leads are able to obtain a more detailed progress analysis of children across school within the different areas and contextual groups.</p> <p>Internal data shows a diminishing gap.  <a href="file:///mb8062111-03/staffdata\$/kajdonald/Downloads/Diminishing%20Differences%20Report.pdf">file:///mb8062111-03/staffdata\$/kajdonald/Downloads/Diminishing%20Differences%20Report.pdf</a></p> <p>Cohort GLD of 62%and 87% of PP children awarded GLD.</p> <p>PIXL assessments completed showed a positive comparative national picture.</p> <p>Evidence bank of successful intervention strategies showing progress towards their targets, addressing gaps, misconceptions towards meeting ARE.</p>
<p>To plan and deliver targeted support to vulnerable groups in Y2 and Y5 to ensure maximum progress and attainment for</p>	<p>Employment of additional for 1:3 catch-up programme.            18 children in year 2 and 5 received additional support in reading.</p>	<p>All children made accelerated progress from their initial starting points to the end of the programme.</p>

the end year expectations.		
To improve school attendance in accordance with national benchmarks and ensure pupils are accessing learning regularly and on time.	Employment of EWO to assist with monitoring of attendance. Additional close monitoring of attendance post-lockdown for FSM/PP families from Sept 2020 Staff to monitor closely the attendance of PP and vulnerable children and to provide online learning where necessary and make welfare calls home.	PP attendance for the academic year 2020/21 was 94.3% with non- PP 95.6%  The attendance of PP children has improved overall and the gap is closing
To provide effective support for PP children to learn effectively at home, facilitating access to online tuition or support. To invest in additional or new technology where appropriate. An iPad/ electronic device to be provided to FSM/PP families where appropriate	Access to technology for all – To provide laptops/ iPad to loan during periods of isolation. Parental feedback to see who has /has not got access to a device at home Purchase of an additional 60 laptops in school. 40 iPad donated by Middlesbrough Borough Council. 24 iPad and 20 laptops donated by the DFE.	Parent questionnaires stated that online learning on a whole is accessible and where boundaries are being identified school are quickly responding and supporting these families.  Online monitoring of provision was completed and strengths and areas for improvement identified.  All PP and non-PP children who requested a device received a device through lockdown and periods of isolation. In total 51 devices were loaned out to parents and children.
To ensure PP children are given 'first consideration' and to enable them to access high-quality educational opportunities and experiences beyond the classroom.  To ensure inclusion and that PP children have first priority and access to quality experiences outside of school.	Extra-Curricular Activities: - Lunchtime and after school sports clubs and activities (inc other subjects/interests) Cultural visits and experiences  Subsidy of educational visits and experiences, inc. the Year 6 residential Memorable cultural visits and experiences	Due to COVID19 restrictions clubs provided were limited. Only single year group bubbles were allowed and only in the last half term of Summer.  Many out-of- school visits have been unable to happen due to the pandemic however we have utilised online experiences and visitors wherever possible and will continue to do so throughout the year until restrictions are eased. This provides the stimulation and engagement, as well as developing the cultural capital of our pupils.  43/58 Year 6 children attended Marrick Residential in May on a reduced time table. The visit was open to all pupils 10/16 PP attended.
To cater for the emotional wellbeing and pastoral needs of our vulnerable learners and their families.  To allocate time for PSA to provide 1:1 counselling for those children who are displaying mental wellbeing concerns.	Purchase of the Jigsaw Curriculum for PSHE and well-being and the RSE Framework for all year groups  Purchase support available from external agencies , such as The Bungalow Project. Release time for PSA to deliver counselling support. 20% of PSA time = £1,500 (in the past,	Children returned to life at school very well and were able to access the curriculum and make progress. The parental questionnaires indicated an overwhelmingly positive view regarding their children's welfare and the steps the school have put in place over the course of the pandemic. Children have proved themselves to be incredibly resilient. Also due to the relationships that have been established between teachers and their pupils, any emotional difficulties were swiftly addressed and the correct support provided.  PSA and all staff continued to work during the pandemic and supported some families around their anxieties of returning to school. Although some children and families have needed this extra support, the culture of kindness and

<p>To support pupils with social, emotional and behavioural difficulties.</p>	<p>nearly 100% of PSA time has been spent supporting PP families but this proportion of the budget has been reduced to reflect the changing nature of our PP cohorts).</p> <p>Training supplied by the Headstart programme to designated staff member and PSA.</p>	<p>support within school has meant that our school community coped very well with the negative effects of the pandemic and the gradual return to normality.</p> <p>6 children received support from the Bungalow Project - 5 PP and 1 non- PP. 3 children are still receiving therapy this year.</p> <p>School were awarded The silver award of £4,500 from Headstart to develop an outside Mindfulness area.</p>
<p>To recognise the key role parents have played in supporting children to learn at home.</p> <p>To continue to provide regular and supportive communication with parents, especially to increase attendance and engagement with learning.</p> <p>To continue to engage pupils and parents and provide effective home-school communication.</p> <p>To encourage parental involvement as children move up through school.</p> <p>To provide an insight into whole school learning and experiences.</p>	<p>Purchase of a new school App making communication more accessible to all.</p> <p>Purchase of whole school access to See-Saw as a home/ school learning platform and communication system for both online and continuous provision throughout the year.</p> <p>Re-build of the school website for ease of communication, information and celebration.</p>	<p>Since converting to the new app provider, we are connected to 99% of our parents. Results from the survey indicated that parents are happy with the level of communication provided by school and feel regularly updated about events in school and their child's progress. Seesaw and the Kader Connect provides an additional form of communication, including photographs, and parents have responded to this well.</p> <p>Unfortunately, due to the pandemic visits into school were severely affected- no workshops could take place, parents' evenings were by telephone, end of year celebration were restricted to outdoors with limited numbers</p>
<p>To support children throughout lunchtime.</p> <p>To employ an additional dinner lady for 1 hour per day.</p>	<p>4 additional lunchtime support assistants to be employed to monitor both dining areas due to COVID restrictions.</p>	<p>Transition back to school was supported for all children. Lunchtime behaviours and lunchtime rules were exemplified, teachers also undertook additional lunchtime duties.</p>
<p>To ensure that pupils throughout the school meet characters and authors who represent them, their cultures and their beliefs.</p>	<p>Purchase a range of diverse reading material to help create links and reflect our schools context. Allowing the children to access materials that are relevant to them, deepening their cultural capital, raising their aspirations with positive role models.</p>	<p>Pupils have responded with great enthusiasm for the new literature presented on the classroom book shelves, particularly those with BAME characters. New books will continue to be purchased and pupil voice and recommendations responded to.</p>

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
n/a	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*