

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	466 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	16.3% (based on last census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	9/12/2022
Date on which it will be reviewed	30/03/2023
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	£105,194 received for financial year 2022-23
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£115,344 (assuming level of funding for the summer term is comparable when the new funding for financial year 2023-24 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, an Educational Welfare Officer, 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, writing has been highlighted as a priority for this academic year ranging from difficulties with fine and gross motor skills (with the formative years heavily impacted) through to children's stamina and ability to write cohesively. School has implemented training on 'The Writing Revolution' to help address cohort specific needs. The English Lead has worked with the Middlesbrough English Hub to modify Kader's writing curriculum and has led whole school CPD.

## Challenges

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

Challenge number	Detail of challenge
1	Writing development- school has identified writing as a key challenge across all areas of school from children upon entry to Year 6
2	School continues to identify reading as a challenge for children upon entry to Year 6. Although results show we are performing well Nationally results are still below pre-Covid levels.
3	The emotional wellbeing of disadvantaged children with regards to their stamina, resilience, confidence and application is a cause for concern. 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
Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and ITMP.	<p>Lesson drop-ins will show EY children actively writing through choice, forming recognisable letters that then lead to basic sentence construction.</p> <p>Writing opportunities will be available in all areas throughout the setting.</p> <p>Structured writing activities will be planned-for and promoted by all key staff.</p> <p>Targeted intervention will be established and monitored for reluctant writers and those struggling with fine motor development.</p>
As a result of the implementation of 'The Writing Revolution' across school, we will see the increased success of writing development towards achieving age related expectation (with the ability to write sustained, grammatically accurate pieces of writing).	<p>Formative and summative assessments will show significantly improved written tasks among our disadvantaged and non- disadvantaged children.</p> <p>Book scrutinies, lesson observations, drop-ins and pupil voice will further indicate success.</p> <p>Book scrutinies will show children applying skills taught and an increasing capacity for a longer writing task.</p> <p>Cross school and local authority moderation will show the positive impact of 'The Writing Revolution' as children achieving ARE for their year group.</p> <p>Results at the end of Key Stages 1 and 2 will show an improvement from 58% and 78% ARE, respectively.</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 2023.</p> <table border="1" data-bbox="853 257 1289 481"> <thead> <tr> <th>Writing</th> <th>2019</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>78%</td> <td>68%</td> <td>58%</td> </tr> <tr> <td>KS2</td> <td>90%</td> <td>76%</td> <td>78%</td> </tr> </tbody> </table>	Writing	2019	2021	2022	KS1	78%	68%	58%	KS2	90%	76%	78%
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<p>Reading-</p> <p>Early Reading attainment, including Phonics results, will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.</p>	<p>Careful tracking of phonic assessments by SLT  Targeted intervention for 1:1 Fast Track Tutoring  Small, homogenous groupings for Read Write Inc (with additional staff to teach)  Coaching and mentoring system in place with Reading Lead, with access to Ruth Miskin Portal for all staff to support CPD  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.  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.  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%  Children in Key Stage 2 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.  The gap between disadvantaged and non-disadvantaged will lessen to mirror previous pre-COVID years.  Support sought from Learning and Language Team for those pupils not making sufficient progress.</p>												
<p>Upper Key Stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.</p>	<p>Analytical use of PiXL data will highlight strands of reading that are causing difficulty for pupils  Staff will utilize the PiXL interventions to plug these gaps, as well as making use of other targeted 1:1 or small group intervention.  Use of Reading Plus will track children's progress and attainment in Reading from their individual starting point to ensure children achieve at least the expected standard.  Accelerated Reader data tracking will show children accessing a wide variety of books within</p>												

	<p>the system and are progressing through the levels.</p> <p>Summative Accelerated Reader data will show growth each term and will identify those making slower than expected progress.</p> <p>Formative and summative assessments will show significantly improved reading accuracy among our disadvantaged and non- disadvantaged children.</p> <p>Support sought from Learning and Language Team for those pupils not making sufficient progress.</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 staff fully trained on the Jigsaw scheme</p> <p>Headstart programme embedded within school with Headstart ambassadors to promote positive mental health</p> <p>Investment in outdoor space to promote pupil wellbeing</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>

## 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: £6,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment and training from the English Lead on 'The Writing Revolution'</p> <p>Huge on-going investment in high quality literature texts in school library and classroom resources.</p> <p>Funding for release time to support staff in implementation of 'The writing Revolution', observe lessons and planning support.</p>	<p><i>'access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.'</i></p> <p><i>Literacy KS1 Guidance Report 2020.</i></p>	1,2
<p>Further investment in a DfE validated Systematic Synthetic Phonics programme RWI to secure stronger phonics teaching for all pupils.</p> <p>All teachers and TAs to receive regular 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>	1,2
<p>Reading- School is committed to continue to invest in developing the literature available in school for promoting reading attainment and Reading for Pleasure.</p> <p>Additional licences have been re-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 tracker have been re-purchased to inform planning, identify and address</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><i>'Nothing is more important in education than ensuring that every child can read well' (DfE, 2015 p7).</i></p>	1,2

<p>gaps and to provide a National benchmark.</p> <p>Access National College teacher training programmes.</p>		
<p>Continue to improve the emotional well-being of disadvantaged children using the Headstart programme, The Bungalow Project, the PSHE curriculum 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://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Efforts taken by schools to promote the physical and mental health of the student population creates a virtuous circle, reinforcing attainment and achievement that in turn improves student wellbeing, enabling students to thrive and achieve their full potential.</p> <p><a href="https://www.corc.uk.net/media/1176/201609mental_health_toolkit_for_schools_and_colleges.pdf">https://www.corc.uk.net/media/1176/201609mental_health_toolkit_for_schools_and_colleges.pdf</a></p>	<p>1,2, 3</p>

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

Budgeted cost: £101,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers and Teaching assistants in Year 1, Year 2, Year 3, Year 4, 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 small group tuition as a catch-up strategy.”</p> <p>And that:</p> <p>“Tuition delivered by qualified teachers is likely to have the highest impact.”</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-launches-updated-teaching-and-learning-toolkit">https://educationendowmentfoundation.org.uk/news/eef-launches-updated-teaching-and-learning-toolkit</a></p>	<p>1,2,3</p>

National Tutoring support 1-3 children		
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

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

Budgeted cost: £15,000

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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Addition in house counselling support from PSA 2 afternoons per week and after school.		3
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

**Total budgeted cost: £ £122,288**



## 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 2021 to 2022 academic year.

Desired outcome	Chosen action / approach	Review/Impact
<p>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.</p>	<p>Progressive planning documentation produced by English Lead.</p> <p>Staff training and CPD to focus on the development of a progressive vocabulary curriculum.</p> <p>Subscription to Vocabulary Ninja for staff CPD and online resources.</p> <p>Designated vocabulary intervention and teaching time allocated daily.</p> <p>Displays in classrooms to promote new vocabulary acquisition.</p> <p>Lesson observations, Drop-ins, Book looks and pupil voice carried out by SLT.</p>	<p>All staff and children are able to discuss the school's vocabulary curriculum.</p> <p>The teaching of Vocabulary is seen as a priority across school- evidence seen in lesson observations, book looks and pupil voice.</p> <p>Work in books clearly shows the teaching of vocabulary and the children's subsequent confidence in using this new vocabulary in their work</p> <p>Vocabulary boards are evident in all classroom with picture clues to support acquisition and use.</p> <p>KS2 Reading SATs showed Kader performing positively with the vocabulary strand for Kader 84% against National 82%.</p> <p>PiXL assessments completed throughout school show a positive comparative national picture.</p> <p>Evidence bank of successful intervention strategies show progress to new vocabulary acquisition and understanding.</p>

		Gap between reading Dis and Non-Dis narrowed by 0.4% from 2021 based on internal tracking data.
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	<p>Baseline assessments were carried out in Key stage one and nine homogenous groups were identified to allow for greater targeted support.</p> <p>Subsequent half termly assessments were carried out by senior leaders to ensure fidelity of assessments.</p> <p>Groupings were restructured accordingly.</p> <p>Tracking of all children was carried out.</p> <p>1:1 intervention was put in place to support children who were identified as not making desired progress or who had plateaued in their learning.</p> <p>Purchase of the RWI portal for staff development and training of new staff.</p> <p>English Lead demonstrated model lessons.</p> <p>Drop-ins were completed to ensure fidelity of approach.</p>	<p>At the end of Reception 72% of children achieved expected standard in comprehension and 70% in word reading.</p> <p>At the end of Year 1 Phonic check 80% of the children achieved the expected standard.</p> <p>By December 2021 86% of Year 2 achieved the standard for their phonics check, increasing to 95% by the Summer 2022.</p> <p>In the 2022 Y1 phonics check 91% of pupil premium children were at expected level compared to 83% of children who were non-pupil premium and 62% of PP children nationally.</p>

<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Continuous tracking of all children who did not achieve the Phonics Screening check in Year 1. (including children in KS2)</p> <p>Dedicated timetabling of reading sessions delivered daily for 40minutes.</p> <p>Daily 1:1 reading intervention.</p> <p>In house tutoring to support reading and comprehension.</p> <p>Internal tracking of reading in Key stage 1.</p> <p>Purchase of RWI portal to assist staff development.</p> <p>Reading scheme throughout school adapted.</p> <p>New books purchased for classrooms and the school library.</p>	<p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously shows clear improvements from their initial score to their ultimate success.</p> <p>With only 15% (9ch) children still not achieving the reading expected standard in KS1</p> <p>KS1 results in Reading of 72% EXS and 23% Higher</p> <p>46 % of PP children achieved the expected standard at the end of Key Stage 1.</p> <p>At KS1 46% PP children achieved expected standard compared to 74% non-PP. This is a gap of 28% which we intend to further narrow next year.</p> <p>Children in LKS2 showed a continued improvement towards meeting and then exceeding their pre- covid levels of attainment.</p> <p>There are only 9 children in Key Stage 2 that have still not achieved the expected standard in their phonics check. RWI daily intervention will still continue for these children.</p> <p>Learning and Language support has also been allocated to children are still finding difficulties to assess for any additional needs and support requirements.</p> <p>All RWI staff received half an hour release time for their own personal CPD on the portal.</p>
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		<p>Kader had successful Ofsted Inspection in May 2022.</p> <p>End of Key Stage 2 results for Reading were 87%, which was significantly above the national average with school performing in the top 20% of schools nationally.</p>												
<p>Writing stamina will improve, allowing for greater quality and quantity of extended pieces of writing to be produced.</p>	<p>Dough gym to develop fine and gross muscle control.</p> <p>Writing tasks broken down into smaller units in the first term to re-establish writing expectations and develop stamina.</p> <p>English Hub working with English lead to adapt the English curriculum.</p> <p>Reading scheme throughout school adapted to engage and motivate to improve variety of writing opportunities.</p> <p>Moderation across school and beyond working with Prince Regents Trust schools.</p>	<p>Book scrutinies clearly shows children applying skills taught and an increasing capacity for a longer writing task.</p> <p>Internal and external moderation demonstrated a continued improvement towards achieving ARE for all children across school.</p> <p>Although internal tracking figures show the gap for children remaining broadly the same with on track figures, for writing it shows the gap for higher level writing is narrowing by 2%.</p> <p>Attainment levels at the end of Key Stage 2 shows a positive gain in attainment levels in Summer 2022. Results show that Key Stage 1 is still showing the greater impact post pandemic. Support will need to continue 2022-23</p> <table border="1" data-bbox="1243 997 1635 1181"> <thead> <tr> <th>Writing</th> <th>2019</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>78%</td> <td>68%</td> <td>58%</td> </tr> <tr> <td>KS2</td> <td>90%</td> <td>76%</td> <td>78%</td> </tr> </tbody> </table> <p>EYFS internal data shows increased progress towards their Early Learning Goals. 64% achieved GLD</p> <p>Year 1 children continue to show improvement towards the Year 1 expected standard based on their end of Reception</p>	Writing	2019	2021	2022	KS1	78%	68%	58%	KS2	90%	76%	78%
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		data. 58% of pupils achieved ARE with 12% exceeding by Summer 2022.
Early number acquisition will improve for disadvantaged children in EYFS and KS1.	<p>Staff in Nursery, Reception and KS1 received training in developing early number from NCETM.</p> <p>Subitising lessons delivered daily.</p> <p>Resources purchased to allow for early number understanding and development.</p> <p>Number provision promoted across the setting- tuff tray activities continuously reviewed and changed.</p>	<p>EYFS internal data shows increased progress towards their Early Learning Goals with 64% of children achieving GLD.</p> <p>Y1 children are working well towards their end of Y1 goals which will be reflected in internal data once submitted.</p> <p>Y2 children maths outcomes in Summer 2022 show of PP children 46% attained expected standard compared to 72% non-pupil premium. This is a gap of 26% which we aim to further narrow next year.</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>Staff training and CPD- 'I See Reasoning'.</p> <p>Subscription to PiXL to allow for internal tracking and QLA of summative assessments termly.</p> <p>Purchase of Conquer maths and Times Table Rockstars.</p> <p>In house tutoring to support number confidence and progression in skills.</p> <p>Daily Active Recall Task time allocated in the timetable to ensure</p>	<p>PiXL data continues to provide a positive National benchmark across Key Stage 2 as a comparative judgement.</p> <p>The Statutory times table check shows a school improvement from internal predictions from 2021</p> <p>37/60 = 62% of children got full marks.</p> <p>13/16 = 81% of PP children scored full marks.</p>

	<p>continuous reinforcement of mathematical key knowledge and skills.</p> <p>Lesson observations, Drop-ins, Book looks and pupil voice carried out by SLT.</p>	<p>End of Key Stage 2 results for maths were 92%, which was significantly above the national average with school performing in the top 20% of schools nationally.</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>Appointment of additional staff throughout school.</p> <p>In-school counsellor to work with children 2 days per week.</p> <p>Purchase of staff from the Bungalow Project to work with children 1 day per week.</p> <p>Purchase of Learning and Language support fortnightly.</p> <p>Purchase of Ed Psych 1 day per half term.</p> <p>Allotted PSHE time weekly.</p>	<p>Children supported by The Bungalow Project, Educational Psychologist, In-school Counsellor continued to receive support at school.</p> <p>In-school counsellor hours were increased to allow for additional support to be provided.</p>

## 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*

Programme	Provider
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.*