

Pupil premium strategy statement - Kirton Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	28% in receipt of PP 35% eligible to FSM
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2026/2027
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Donley
Pupil premium lead	Mr Neall
Governor / Trustee lead	Mr Brackenbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203 700
Recovery premium funding allocation this academic year	£11 346
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£7 988
Total budget for this academic year	£223 034

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, with a focus on areas on teaching intervention, in the form of pre-teaching and post-teaching, for disadvantaged pupils who require the most support. This has proved to have had the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We provide an engaging curriculum.

We use formative assessment and data scrutiny to ensure needs are identified early so that intervention can be put in place.

Our approaches:

- provide an engaging curriculum and quality first teaching;
- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified; and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge Our internal and external data demonstrate that the following can impact negatively on our children's success without effective intervention and support:
1	identified special educational needs
2	poor attendance
3	below average literacy skills on entry, particularly underdeveloped oral language skills and vocabulary gaps

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
Raise literary skills to at least the national average for disadvantaged children	<p><i>Phonic skills in end-of-Y1 screening to be at least in line with national levels with a particular emphasis on achievement for disadvantaged children.</i></p> <p>SAT results in Y6 to be at least in line with national levels with a particular emphasis on achievement for disadvantaged children.</p> <p><i>Speech and language programmes to demonstrate progress that mean the majority of children have no identifiable need by the end of Y6.</i></p>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance levels to be at least in line with the national average
Provision of an engaging, effective and inclusive curriculum.	<p>Progress made for children with identified SEN to be higher than those not identified with SEN by Y6 (compared to Y2).</p> <p>Attendance levels to be at least in line with the national average.</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: £74 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SALT delivery in school for those children who require it, including Wellcomm in the Foundation Stage.</i>	<p>There is a strong evidence base that suggests oral language interventions have a high impact on children's reading and writing achievement, as well as raising self-esteem.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	1, 3

	<p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<i>Scrutinising attendance data and supporting parents through attendance panels to ensure their children attend school regularly.</i>	There is a strong evidence base that suggests that high school attendance has a positive impact on children's achievement.	2

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

Budgeted cost: £ 103 044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of 'Little Wandle' phonics programme to be supported by an intensive 'keep up' programme of intervention, particularly for the disadvantaged.</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<i>Literacy and numeracy intervention from Y2 to Y6 to ensure children close the gap.</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3

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

Budgeted cost: £45 370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to our school's 'High Street' and our school's 'Coronation Garden'.</i>	There is a strong evidence base that suggests that an engaging curriculum improves school attendance which, in turn, raises attainment. Engaging curricula improve self-esteem.	1, 2, 3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	There is a strong evidence base that suggests that both targeted interventions and universal approaches can have positive overall effect which in turn have a positive impact on attendance and achievement.	2, 3

Total budgeted cost: £223 034

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding for the Academic Year 2022/23				
Key Stage 2 Data (SAT results) 2023 for Kirton Primary School (KPS)				
<u>Percentage of All Pupils Achieving the Expected Standard in Reading, Writing and Maths</u>				
	KPS 2019	KPS 2022	KPS 2023	National 2023
R,W+M combined	57	70	76	59
Reading	58	77	77	73
Writing	89	89	86	71
Maths	82	79	84	73
GPS	58	75	73	72
<u>Percentage of Disadvantaged Pupils Achieving the Expected Standard in Reading, Writing and Maths</u>				
	KPS 2019 (disadvantaged)	KPS 2022 (disadvantaged)	KPS 2023 (disadvantaged)	National 2023 (disadvantaged)
R, W+M	32	55	58	44
Reading	36	66	61	60
Writing	80	81	68	58
Maths	84	61	68	59
GPS	40	59	58	59

Analysis:

The percentage of disadvantaged pupils at Kirton Primary School, attaining the expected standard in reading, writing and maths at the end of KS2, is close to the national average attained for all pupil nationally (58% compared to 59%). This is considerably higher than would be predicted.

The percentage of disadvantaged pupils at Kirton Primary School, attaining the expected level in all areas at the end of KS2, is significantly higher than the percentage of disadvantaged pupils nationally attaining the expected levels. This is higher than would be predicted for a school with our pupils' characteristics.

Disadvantaged pupils achieve well compared to national levels at Kirton Primary School, particularly when their starting points are taken into account. However, gaps remain between those pupils who are disadvantaged and those who are not at our school, as they do nationally.

The pupil premium funding will continue to be used to raise attainment for disadvantaged pupils which will close the gap between them and those who are not disadvantaged.

Externally provided programme

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a