

Pupil premium strategy statement – Kirklington 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	94
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	1.12.22
Date on which it will be reviewed	31.10.22
Statement authorised by	Tracy Burn-Smith
Pupil premium lead	Louisa Williams
Governor / Trustee lead	Dave Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,700
Recovery premium funding allocation this academic year	£2,610
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,310

Part A: Pupil premium strategy plan

Statement of intent

Our objectives:

Kirklington Primary School recognises that all children, regardless of background, should have equal access to a curriculum which will enable them to reach their potential:

“Attainment and pupil progression to their highest possible levels.”

In using the Pupil Premium Grant, we aim to ensure that **all our pupils have equal access to the range of opportunities provided by the school** and, in addition, additional resources are directed at individuals to **ensure their academic success, either in attainment terms or progress from starting points**. Historically, levels of attainment for pupils receiving this support in our school are usually in line with that of their peers, when taken as group averages across all year groups, which is better than the national trend.

How our strategy works to achieve these objectives:

Through **targeted interventions and specific provision mapping**, we work to remove any barriers to learning and progress, including pupils' development of cultural capital. Our aim is to ensure that any child starting school below their peers is enabled to progress rapidly in order to **attain at least the age related expectations** as they move through the school. Barriers in small schools are highly individual to each pupil so **bespoke, targeted provision is allocated and reviewed each term** for maximum impact.

Key principles:

Using research which summarises evidence on strategies to improve learning, we have prioritised **learning with timely feedback during lessons** as the most effective tool. **Regular assessment through direct teacher involvement** with pupils is supported through **excellent staff:pupil ratios**, which includes teaching assistants working both in the classroom with children as well as specific, targeted sessions outside of it. All our staff are involved in **termly provision mapping and intervention planning**, so a cohesive system is achieved. Virtually all **interventions are tailor made to suit individuals and their unique needs**. Our SENCo co-ordinates all interventions, including pupils eligible for pupil premium, and this may also include more able or gifted children, who need further challenge to attain highly.

In addition to this parents receive, each term, assessment point data reflecting their child's progress and attainment, and they are invited in for additional meetings if necessary.

At Kirklington, we are proud of the progress our vulnerable pupils usually make, so our priority is to maintain these high standards and expectations. The governors also recognise that not all pupils, who are socially disadvantaged, are registered or qualify for FSM. The governors will allocate additional funds to support any pupils or groups of pupils the school has legitimately recognised as being 'disadvantaged'.

- The Leadership Team will maintain an ongoing programme of support for disadvantaged pupils, which will be monitored by the Strategic Development committee of the Governing Body. The termly Head's Report will enable the governors to monitor the impact of our strategies. This may include opportunities which raise self-esteem, broaden horizons and offer experiences which would otherwise not be available to these pupils.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Assessments, observations and work with nursery and reception pupils reflect an increase in numbers of disadvantaged pupils who are not school ready, particularly in their ability to independently manage basic needs such as toileting, self-care and self-regulation. • Some of our disadvantaged pupils are conversation poor and some disadvantaged pupils have speech, language and pronunciation difficulties which impacts on their early development.
2	<ul style="list-style-type: none"> • Assessments, observations and work with all pupils suggests disadvantaged pupils have a greater chance of having a learning difficulty as 75% of pupils on the SEN register are also disadvantaged. • Disadvantaged boys in EYFS/KS1 can have greater difficulties with phonics than their peers, which can impact negatively on their reading development.
3	<ul style="list-style-type: none"> • Observations and work with pupils suggests disadvantaged children are more likely to have poorer attention and listening skills than their peers, including listening to and following instructions and working independently with care, pride and attention to detail. • After periods of school 'closure' during the pandemic, attainment of disadvantaged pupils was noticeably lower than their peers, where previously it had been overall inline. National studies support this.
4	<ul style="list-style-type: none"> • A large proportion of disadvantaged pupils are culturally experience poor. Their cultural capital is disadvantaged. • There is little multicultural knowledge and experience amongst our disadvantaged pupils
5	<ul style="list-style-type: none"> • Some pupils in disadvantaged households experience lack of quality time with parents due to their work commitments; many are in low paid employment and/or work unsocial hours and some disadvantaged families have poor support networks (pre and post

covid). These factors impact on parents' opportunity and ability to support children with home learning activities.

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
<p>All PP eligible children (without learning specific SEN) achieve at least Age Related Expectations.</p> <p>Small class/group sizes are maintained, especially in EYFS/KS1 through an additional qualified teacher to support early intervention.</p> <p>All daily maths & English lessons are supported through a qualified TA in each class, and all PP eligible pupils have a key worker to monitor their progress during lessons, as well as their wellbeing.</p>	<p><i>All PP eligible pupils achieve advancing levels in core subjects by the end of each Milestone, in Y2, 4 and 6.</i></p> <p><i>Four classes are maintained with an average of 25 pupils per class. Reception pupils are taught in an EYFS class with nursery pupils, taught by an Early Years Teacher</i></p> <p><i>All four classes have TA support timetabled every morning for core lessons.</i></p> <p><i>Provision mapping in place for intervention to reflect the needs of all PP eligible pupils.</i></p> <p><i>20+ hours per week available for intervention strategies outside of core lessons.</i></p>
<p>Pupils in EYFS, eligible for PP, attain GLD (Good levels of development) in Personal, social & emotional development, and Communication & Language.</p> <p>PP eligible pupils in EYFS make appropriate progress from their starting points and are ready to start KS1 in terms of toileting, self-care and self-regulation.</p>	<p><i>The % of PP eligible pupils in EYFS attaining GLD in PSED and CL is in line with non-PP eligible pupils (less than 1 pupil equivalent % difference)</i></p> <p><i>All pupils enter KS1 able to toilet, care for themselves, and self-regulate (unless SEN specific related).</i></p>
<p>Disadvantaged pupils with SEN make good progress from starting points.</p>	<p><i>Disadvantaged pupils on the SEN register make good progress in relation to their starting points as demonstrated on the Depth of Learning Index.</i></p>
<p>Disadvantaged boys in KS1 achieve in line with disadvantaged girls in phonics assessments and in line with other boys.</p>	<p><i>The % of PP eligible boys in phonics in KS1 is in line with non-PP eligible boys and PP eligible girls (less than 1 pupil equivalent % difference)</i></p>
<p>Pupils eligible for PP funding are at least 'in line' with their peers in school based summative tests at the end of the academic year when calculated as a group.</p>	<p><i>Whole school data for reading, writing and maths for pupils who are PP eligible is in line (within one pupil % equivalent) with that of none PP eligible pupils. Due to low numbers, this will be calculated as one group overall.</i></p>

All PP eligible pupils have age/stage appropriate intervention or challenge to ensure progress from starting points is good.	<i>Attainment for PP eligible pupils has returned to pre-pandemic percentages that are comparable with non-PP eligible pupils.</i>
Pupils eligible for PP funding take part in additional opportunities and experiences offered: breakfast clubs, after school clubs, residential and day trips, music lessons, for which other pupils are normally charged.	<i>Uptake for clubs, residential and day trips, and music lessons is in line with or better than for non PP eligible pupils.</i>
School led-tutoring funding topped up through PP funding to enable all KS2 PP eligible pupils to engage with additional support	<i>PP pupils are supported to ensure good progress from starting points in reading and maths (Depth of Learning Index measure)</i>

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: £26,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS teacher to lead planning for specialist input x ½ day per week + SENCo release ½ day per week</i>	<p>EEF: Oral Language interventions (NELI) (+6 months)</p> <p>Approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary the use of structured questioning to develop comprehension <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, £2927
<i>Small class/group sizes are maintained, especially in EYFS/KS1 through an additional qualified teacher to</i>	<p>EEF: Reducing class size (+2 months)</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Teach Reception separately from KS1 and form EYFS specific class</p> <p>Smaller classes allow teachers to teach differently – for example, having higher quality interactions with young pupils.</p>	1, 2, 3,

<i>support early intervention.</i>	The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive in EYFS https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	£13,423
<i>TA support in EYFS for toileting, self-care and self-regulation, including ELSA training and implementation</i>	EEF: Social & emotional learning (+4 months): Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 5, £2,436
<i>TA support across all classes each morning with specific focus on core skills</i>	EEF: Teaching assistant interventions (+4 months): EEF: Phonics (+5 months): The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 5, £7,601

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

Budgeted cost: £10,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School-based interventions, based on need and in core subjects, allocated through termly provision mapping, reviewed and revised as necessary based on summative and formative assessments</i></p>	<p>EEF: Teaching assistant interventions (+4 months): Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. TAs delivering targeted intervention pre-teach and/or revise/consolidate learning directly from lessons and in collaboration with teaching staff. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2, 3,</p> <p>£7,190</p>
<p><i>School led tutoring by qualified teacher for 21 pupils – 45 mins per day for three days per week for 7 weeks (15+ hours per pupil)</i></p>	<p>EEF: One to one tuition (+5 months) Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2, 3,</p> <p>£3,769</p>

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

Budgeted cost: £9,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Think Children wellbeing support</i> 10 x 1hr sessions 1:1 with counsellor</p>	<p>EEF: Social & emotional learning (+4 months): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, £1,000</p>
<p><i>Forest School/outdoor learning – approx. 2 hrs per week</i></p>	<p>EEF: Social & emotional learning (+4 months): School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning Universal programmes which generally take place in the (outdoor) classroom with the whole class; Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4, 5, £884</p>
<p><i>Attendance at clubs – x 2 ASC/BC per week</i></p>	<p>EEF: Extending school time (+3 months): Some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. Our clubs are voluntary and offer an opportunity to develop additional personal skills through engagement with peers and staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4, 5, Up to £4,500</p>
<p><i>Residential and day trips – free or subsidised</i></p>	<p>EEF: Outdoor adventure learning (Unknown): Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (linked to Metacognition and self-regulation) may also be involved. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4, 5 Up to £1,500</p>
<p><i>ELSA wellbeing support</i> 2.25 hrs per week</p>	<p>EEF: Social & emotional learning (+4 months): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>5,</p>

	<p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	£1,200
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Total budgeted cost: £46,430 max

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

TA support was in every class for each morning maths & English lessons to ensure small group focus and intervention, which was timely and relevant as appropriate to learning needs. This was accessed by 100% PP eligible children.

PP eligible pupils in KS2 engaged with School-led tutoring. This was accessed by 100% KS2 PP eligible children.

SEN support was provided, where appropriate, through SEN register or targeted provision mapping. This was accessed by 100% PP eligible children who were also on the SEN register.

TA additional time contributed to targeted provision planning.

Free after school clubs/tea/breakfast clubs were attended by 17/23 (74%) PP eligible children when requested.

Free/subsidised residential visits & day trips were accessed by 15/17 (88%) PP eligible children

Free milk was accessed by 8/23 (35%) PP eligible children

Support with uniform was accessed by 4/23 (17%) PP eligible children

School summative assessments were completed in December and June for 2021-22. By the end of 2021 the summative data showed that:

- 44% of PP eligible pupils reached the expected standard in reading, compared to 71% non-eligible, but 69% of PP eligible pupils made good progress from their starting points in reading (compared to 75% non-eligible).*
- 25% of PP eligible pupils reached the expected standard in writing, compared with 48% non-eligible. 44% made good progress from their starting points in writing (compared with 61% non-eligible). Absences contributed to lack of evidence in assessed writing for all groups. Writing attainment is featured in the 2022-23 development plan.*
- 50% of PP eligible pupils reached the expected standard in maths, compared with 80% non-eligible, but 63% of PP eligible pupils made good progress from their starting points in maths (compared with 75% non-eligible).*

- *The school's proportion of PP eligible pupils who also have SEN has increased significantly as a result of inward mobility. The school is addressing SEN on an individual basis.*
- ***For pupils who are 'PP eligible only' and not 'PP eligible plus SEN', attainment at EXS and GDS is at least in line with non-PP eligible pupils. At least 70% of PP eligible/non SEN pupils are at ARE and approx. 30% at GDS in reading and maths.***
- *Historically our PP eligible pupils have achieved in line with their peers.*
- *PP data for statutory tests is statistically unreliable due to small cohorts.*

Overall, given the circumstances during recovery from the pandemic and lockdowns, the intended outcomes of the plan were successfully met and progress towards objectives is ongoing into 2022-23.

Externally provided programmes

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
Think Children (wellbeing support)	https://thinkchildren.org.uk/
NELI – Nuffield Early Language Intervention (developing speech & language in the Early Years)	https://www.teachneli.org/
ELSA training (supporting emotional and social learning)	https://www.elsa-support.co.uk/
Art therapy	Newark area SBAP

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Over the last two years the school has developed its forest school and outdoor learning provision. This gives all pupils the chance to develop personally and socially on equal terms. This was particularly important during and post lockdown. The school has prioritised this as a strategy that will go on into the future, including for wellbeing. Personal development for all pupils is monitored and promoted through forest school activities.

Whilst there is little numerical evidence available for outdoor and adventurous learning, feedback from teachers, pupils and parents has been overwhelmingly positive regarding the benefits to personal and social development and wellbeing. This is a fundamental part of the school's holistic approach to education, particularly for those pupils who may be vulnerable or disadvantaged, especially during and following the pandemic.

Last year the school developed Forest Fledglings parent and toddler group. This group seeks to form links with the local community (particularly vulnerable groups) who are struggling to access declining Early Years services in rural areas. The group seeks to develop speech and language and social skills through stories, songs and play. It provide crucial links for new parents and provides early support where necessary.

The school has funded an apprentice early years practitioner to support early speech, personal hygiene and social skills. Whilst this role is not specific to vulnerable children it does significantly contribute to their early development.

Whole school gap analysis has informed EEF evidenced support strategies that feed into quality first teaching and PP eligible pupils benefit from this along with further strategies identified in the school improvement plan.