

# Pupil premium strategy statement – Kirklington Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                      |
|--|---------------------------|
| Number of pupils in school   | 96                        |
| Proportion (%) of pupil premium eligible pupils  | 27%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-27                   |
| Date this statement was published  | 18 <sup>th</sup> Nov 2024 |
| Date on which it will be reviewed  | 18 <sup>th</sup> Nov 2025 |
| Statement authorised by  | Tracy Burn-Smith          |
| Pupil premium lead   | Louisa Williams           |
| Governor / Trustee lead  | Helen Rushby              |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £38,480 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br><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> | £38,480 |

# 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:

- A spirational and adaptive teaching and learning
- C reative and positive partnerships within our school community
- H olistic approach to support health and happiness
- I nclusive, inspirational, independent learners
- E ngaging curriculum offering experiences and enrichment
- V aluing and celebrating our unique skills and talents
- E very pupil realising their potential

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 where appropriate. 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.

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"> <li>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.</li> </ul> <p>Some of our disadvantaged pupils are conversation poor and some disadvantaged pupils have speech, language and pronunciation difficulties which impacts on their early development.</p> |
| 2                | <ul style="list-style-type: none"> <li>Assessments, observations and work with all pupils suggests disadvantaged pupils have a greater chance of having a learning difficulty as <b>70% of pupils on the SEN register are also disadvantaged.</b></li> </ul> <p>Disadvantaged boys in EYFS/KS1 can have greater difficulties with phonics than their peers, which can impact negatively on their reading development.</p>  |
| 3                | <ul style="list-style-type: none"> <li>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.</li> </ul> <p>A larger proportion of pupil premium eligible pupils have additional SEN when compared with their peers. <b>58% of PP eligible pupils also have a SEN.</b></p>                            |
| 4                | <ul style="list-style-type: none"> <li>A large proportion of disadvantaged pupils are culturally experience poor. Their cultural capital is disadvantaged.</li> </ul> <p>There is little multicultural knowledge and experience amongst our disadvantaged pupils</p>   |
| 5                | <p>Some pupils in disadvantaged households experience lack of quality time with parents due to their work commitments; many are in low paid</p>  |

|   |   |
|---|---|
|   | employment and/or work unsocial hours and some disadvantaged families have poor support networks. These factors impact on parents' opportunity and ability to support children with home learning activities. |
| 6 | Pupils who are Pupil premium eligible are more likely to be 'persistently' absent (below the 90% threshold) and, as a group, their attendance is 3% lower than non PP eligible pupils overall.                |

## 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 specific SEN in cognition &amp; learning) achieve at least Age Related Expectations in termly summative assessments.</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 &amp; English lessons are supported through a qualified TA in each class, and all PP eligible pupils are checked for progress during lessons.</p> | <p><i>All PP eligible pupils achieve expected levels in core subjects by the end of each Milestone, in Y2, 4 and 6.</i></p> <p><i>Four classes are maintained with fewer than 30 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. 25 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 &amp; emotional development, and Communication &amp; 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 in school tracking.</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 (unless they have a specific SEN in cognition and learning</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>   |

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| which impacts the data – due to low numbers).<br>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 is 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> |
| Disadvantaged pupils with challenging behaviour are effectively supported through 1:1 and adaptive, individualised curriculum.  | <i>Curriculum is adapted to meet need. Disadvantaged pupils remain in school, attend regularly, and are not excluded.</i>        |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £20,011**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed  |
|--|--|--|
| <p>A. <i>EYFS lead to plan for specialist input x ½ day per week</i></p> <p>B. <i>SENCo release 1 day per week</i></p> | <p><b>EEF: Oral Language interventions (NELI) (+6 months)</b></p> <p>Approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary</li> <li>the use of structured questioning to develop comprehension</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>A. £7,306<br/>(£1,461 PP element)</p> <p>B. £15,552<br/>(£10,886 PP element)</p> <p><b>Total: £12,347</b></p> |
| <p><i>Small class/group sizes are maintained, especially in EYFS/KS1. There is an</i></p>                              | <p><b>EEF: Reducing class size (+2 months)</b></p> <p><b>EEF: Feedback (+5 months)</b></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. We teach Reception separately from</p>   | <p>1, 2, 3,</p>  |

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|---|--|---|
| <p><i>experienced EYFS lead to plan for and manage early and specific interventions. Teachers engage in ongoing CPD which supports learners' needs and recognises those in vulnerable groups.</i></p> | <p>KS1 with an EYFS specific class. Nursery pupils attend this group from age 3 to become 'school-ready'.</p> <p>Smaller classes allow teachers to teach differently – for example, having higher quality interactions with young pupils.</p> <p>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. Additional support is arranged for transition into KS1 where needed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation. All teachers use feedback as a priority as described in the feedback and marking policy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | <p>See below</p>  |
| <p><i>TA support across all classes each morning with specific focus on core skills + phonics interventions</i></p>   | <p><b>EEF: Teaching assistant interventions (+4 months):</b><br/><b>EEF: Phonics (+5 months):</b></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | <p>2, 3, 5,<br/>30hrs p.w.<br/>£18.37 =<br/>£21,493 pa</p> <p>£5,803 (PP element)</p> |

|  |  |  |
|--|--|--|
| <p><i>TA support in EYFS and KS1 for toileting, self-care and self-regulation: this includes Early Years' specialist</i></p> | <p><b>EEF: Social &amp; emotional learning (+4 months):</b><br/> 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.</p> <p>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.</p> <p><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></p> | <p>1, 3, 5,<br/> 15 hrs p.w,<br/> autumn term only<br/> £98.49 per morning<br/> £6,894</p> <p><b>£1,861</b><br/> <b>(PP element)</b></p> |
|--|--|--|

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

**Budgeted cost: £14,190**

| 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><b>EEF: Teaching assistant interventions (+4 months):</b><br/> 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.</p> <p>TAs delivering targeted intervention pre-teach and/or revise/consolidate learning directly from lessons and in collaboration with teaching staff.</p> <p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> | <p>2, 3,<br/> 25hrs p.w.<br/> £18.66 p.h.=<br/> £18,193<br/> <b>£12,735 PP element</b></p> <p>1:1 HLN<br/> <b>£1,455 PP element</b></p> <p><b>Total £14,190</b></p> |



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

Budgeted cost: £7322

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed   |
|--|--|---|
| <i>ELSA wellbeing support</i><br>5.5 hrs per week              | <p><b>EEF: Social &amp; emotional learning (+4 months):</b><br/>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.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p><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></p> | <p>5,<br/>5.5hrs p.w.<br/>£101 p.w<br/>£3,940 p.a.</p> <p>£1,113 PP element</p> |
| <i>Forest School/outdoor learning – approx. 2 hrs per week</i> | <p><b>EEF: Social &amp; emotional learning (+4 months):</b><br/>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning</p> <p>Universal programmes which generally take place in the (outdoor) classroom with the whole class;<br/>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><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></p>  | <p>3, 4, 5,<br/>3hrs p.w.<br/>£4,095</p> <p>£2,743 PP element</p>               |
| <i>Attendance at clubs – x 2 ASC/BC per week</i>               | <p><b>EEF: Extending school time (+3 months):</b><br/>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>  | <p>4, 5,</p> <p>Average 10 funded clubs per week taken</p> <p>£1,560</p>        |
| <i>Residential and day trips – free or subsidised</i>          | <p><b>EEF: Outdoor adventure learning (Unknown):</b><br/>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</p>  | <p>4, 5<br/>£1,194 with subsidy</p>   |



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|                         | emotion (linked to Metacognition and self-regulation) may also be involved.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> | £1,194 |
| <i>Free school milk</i> | <b>Nutrition and health (unknown)</b>  | £712   |

**Total budgeted cost: £41,523**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*TA support was in every class for maths & English lessons every morning 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.*

*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 10/24 (42%) PP eligible children when requested.*

*Free/subsidised residential visits & day trips were accessed by 19/24 (79%) PP eligible children in 2023-24*

*Free milk was accessed by 11/24 (46%) PP eligible children in 2023-24*

*Support with uniform was accessed by no PP eligible children in 2023-24*

*School summative assessments were completed in December, March and June for 2023-24. By the end of 2023-2024 the summative data showed that:*

*36% of PP eligible pupils reached the expected standard in reading, compared to 81% non-eligible, however, 67% of PP eligible (without additional SEN) reached the expected standard.*

*36% of PP eligible pupils reached the expected standard in writing, but 67% of PP eligible (without additional SEN) reached the expected standard.*

*50% of PP eligible pupils reached the expected standard in maths, however, 67% of PP eligible (without additional SEN) reached the expected standard.*

*67% is broadly in line with all pupils, based on % equivalent per pupil.*

*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. **In 2022-23, 52% of PP eligible pupils also had additional SEN.***

*For pupils who are 'PP eligible only' and not 'PP eligible plus SEN', attainment at EXS and GDS is broadly in line with non-PP eligible pupils.*

*Historically our PP eligible pupils have achieved in line with their peers.*

*PP data for statutory tests is statistically unreliable due to small cohorts and cannot be reported due to pupils being identified.*

*Overall, the intended outcomes of the plan were successfully met and progress towards objectives is ongoing into 2024-25.*

## Externally provided programmes

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

| Programme   | Provider  |
|---|---|
| NELI – Nuffield Early Language Intervention (developing speech & language in the Early Years) | <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>           |
| ELSA training (supporting emotional and social learning)                                      | <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a> |
| Draw & talk therapy ?   | Newark area SBAP  |
| Forest school interventions   | Moss to Canopy  |

## Service pupil premium funding (optional)

*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***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

*Over the last three 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 emotional health and wellbeing. Personal development for all pupils is monitored and promoted through forest school activities as well as individualised support.*

*Two years ago we moved from a bought in service (Think Children) to an in house one (ELSA) for anxiety related concerns in pupils. This area has increasing demand with around 15% of our CPOMS reports related to emotional wellbeing. Pupil feedback for ELSA is highly positive and parents are now requesting sessions to support their children – we have a waiting list.*

*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.*

*Three years ago, 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 provides crucial links for new parents and provides early support where necessary.*

*The school has trained 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.*