

Pupil premium strategy statement – KIRKBY CHURCH OF ENGLAND 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	303
Proportion (%) of pupil premium eligible pupils	31% (91)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 22 (Reviewed Sept 22)
Date on which it will be reviewed	June 23
Statement authorised by	M Hindmarsh
Pupil premium lead	M Hindmarsh
Governor / Trustee lead	P Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,505
Recovery premium funding allocation this academic year	£14,651
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>	£150,156

Part A: Pupil premium strategy plan

Statement of intent

At Kirkby CE Primary School we are committed to helping all children to make good progress and succeed in every aspect of school life, regardless of their background or ability.

The opportunities we provide for all children have three broad aims:

- **To develop successful learners** who work hard, enjoy learning, persevere and make progress in order to achieve their full potential.
- **To encourage confident individuals** who are able to communicate effectively in many forms and make decisions that enable them to live safe, healthy and fulfilling lives
- **To create responsible citizens** who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.

Our child-centred, holistic approach to meeting the needs of disadvantaged and vulnerable children focuses upon a number of key areas:

- ✓ Personal Development
- ✓ Social and Academic Resilience
- ✓ Pastoral Support
- ✓ Quality First Teaching
- ✓ An inspiring and life enriching curriculum

As a school we recognise that a significant number of children within our care, some of whom are not eligible for pupil premium funding, may at any point during their time with us, require additional support, nurture and intervention. We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between disadvantaged pupils and their peers.

At Kirkby CE, we know that children must feel happy, safe and untroubled in order to be ready to learn, to achieve this for all learners a positive and nurturing ethos is essential, every adult in school works tirelessly to ensure that the personal, social, emotional and developmental needs of all children are secure, stable and sustained.

Our strategy is informed by a robust system of teacher and standardised assessment, tracking and analysis and is focused on the areas in which disadvantaged children require the most support. The approaches we take are characterised by research-informed, quality first teaching that sets high standards, particularly in literacy and numeracy; and through a well-designed and logically sequenced curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions their future success demands.

Further targeted interventions are delivered by our team of highly skilled teaching assistants who provide small group and one to one teaching and intervention programmes with a proven track record for raising attainment.

Another key element in our strategy recognises the part played by the wider school community, parents and care givers. Our highly skilled and very experienced Learning Mentor works closely with families, enabling them to obtain the support that they require, whatever the circumstances, in order to help secure a safe and stable homelife for all children.

Challenges

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

Challenge number	Detail of challenge
1. Outcomes for all children including SEND.	Our assessments and observations along with feedback from staff, parents and carers indicate that the partial school closures and a lack of engagement in home learning continues to have a detrimental impact on the education of many of our children, especially those who are disadvantaged. As a result of the historically low starting points of the majority of children in our cohorts, and the challenges some families face in engaging with education, we have always had to be relentless in supporting children to catch up, this challenge has been significantly exacerbated by the pandemic particularly in Reading and Writing.
2. Social Emotional Mental Health	Observations by the adults in school and discussions with the children and their families have identified that many social, emotional and behavioural issues are emerging over time for significant numbers of children as a result of partial school closures and the wider impact of lockdown. These challenges particularly affect disadvantaged pupils, and impact upon every aspect of school life including their attainment. Teacher referrals for support have markedly increased during the pandemic with significant numbers of children requiring the support of the school's learning Mentor, SENDCo and outside agencies.
3. Attendance	Our attendance data for those in receipt of pupil premium funding is below that of non-disadvantaged children and a greater proportion are classed as persistent absentees. Attendance data for 2021-22 indicates that attendance for disadvantaged pupils was around 2.3% lower than for all pupils
4. Enrichment	Historically higher levels of disadvantage compared to the national average, amongst our school community means that for many children, school has been the primary source of social, academic and cultural capital. Since the full reopening of schools, we have re-introduced opportunities for curriculum enrichment and enhancement. These have had a significant impact upon the experiences, aspirations and mental health of all the children but most especially those who are disadvantaged.

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
<i>To continue to ensure that the outcomes for disadvantaged children are at least in line with those of their peers in all areas of the curriculum</i>	The outcomes of a range of assessment activities, observations and discussions will demonstrate that all children are having their learning needs addressed through appropriate, high-quality teaching and resources. The systematic tracking of attainment and progress will ensure that, where necessary, carefully planned and targeted

	support and interventions help all children to achieve well and attain appropriately from their starting points.
<i>That the school curriculum is planned, sequenced and prioritised effectively to enable all children to recover and secure the expected knowledge, skills and dispositions in the core subjects and beyond.</i>	A careful review of the school curriculum by teaching staff and consultation between class teachers and subject leaders has resulted in an accurate assessment of any gaps in learning that still need to be addressed following the impact of COVID. This carefully planned and prioritised curriculum continues to ensure that all children secure the knowledge they need in order to progress to the next stage of their education.
<i>Improve oral language skills and vocabulary amongst disadvantaged children.</i>	Outcomes from the use of the Wellcomm screening tool and the follow up intervention programme demonstrate improving levels of language acquisition and a growing independence when accessing the curriculum.
<i>That disadvantaged children make rapid progress in phonics and reading which enables them to reach age related expectations in reading and improves their ability to access the wider curriculum.</i>	Outcomes from phonic screening and regular reading assessments from Reception onwards, demonstrate that disadvantaged children improve their reading ages and make as much progress as their peers.
<i>That disadvantaged children make sustained progress in their mastery of mathematics which leads to improved attainment and a secure conceptual understanding.</i>	Outcomes and analysis of regular standardised maths assessments indicate that disadvantaged children are improving their understanding of key mathematical concepts and making as much progress as their peers.
<i>To achieve and sustain improved social, emotional mental health and wellbeing for all the children in our school, particularly those who are disadvantaged.</i>	Outcomes from observations, discussions and monitoring indicate that the social and emotional needs of most children are being met from a culture, ethos and curriculum that is based on the five principles of the Academic Resilience Approach: Basic Needs, Belonging, Learning, Coping and Core Self. The use of screening activities, attitude surveys and pupil voice ensure that those individuals and families in particular need receive specialist counselling, therapy or support to help them manage or overcome their difficulties.
<i>To achieve and sustain improved attendance rates for all pupils, particularly that of our disadvantaged pupils and those classed as persistent absentees.</i>	Attendance tracking will indicate which children and families need support in terms their continuous attendance, to encourage the children eligible for Pupil Premium to meet the school's attendance targets and there is a reduction in the rates of persistent absence.
<i>Increase opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities that build cultural, social and creative capital</i>	The monitoring of planning, outcomes of lesson observations, scrutiny and pupil voice demonstrate curriculum opportunities that inspire thinking and creativity, enhance and enrich lived experiences and develop aspirations. Tracking of the provision and participation in extracurricular activities and the outcomes of pupil voice indicate that children eligible for Pupil Premium are accessing and enjoying opportunities for broader development in the same way as their peers.

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: £ 42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All teaching and learning will be lead through the consistent use of quality first teaching (QFT) approaches.</i></p> <p><i>High Quality CPD will ensure teachers have the pedagogical knowledge, skills and understanding in order to maximise the opportunities for recovery in the time available. All teachers and additional staff will make consistent and sustained use of teaching strategies founded in the most effective cognitive and metacognitive research.</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The principles of Quality First Teaching, the Principles of Instruction, and teaching based upon cognitive and metacognitive principles are key to this</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://consiliumeducation.com/itm/2021/05/25/theory-into-practice/</p>	1
<p><i>The continued development and investment in the Read, Write Inc approach to the teaching of Systematic Synthetic Phonics with the purchase of materials, online subscriptions and the provision of on-going, high-quality CPD.</i></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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p><i>Learning mentor role part funded to address SEHM and attendance issues.</i></p>	<p>Early intervention with families prevents escalation of difficulties and strategies and support e.g. Early Help process.</p>	2 & 4
<p><i>We continue to develop a clear, progressive, decisions-based PSHE Curriculum (Jigsaw) which equips the children with the knowledge, skills and dispositions necessary to make informed decisions now and in the future that empower and protect both their physical and mental health. Continued subscription and resources.</i></p>	<p>The PSHE Association identify that all children require a systematic programme of PSHE lessons which promote children's personal development, safeguarding and wellbeing. Such teaching empowers primary school pupils, particularly the disadvantaged, to make choices to keep themselves and others safe whilst gaining the knowledge, vocabulary and skills to manage their own lives now and in the future.</p>	2

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

Budgeted cost: £85,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The strategic deployment of the school's Pupil & Catch-Up Premium Funded to provide high-quality, timely recovery interventions for groups, individuals and year groups who have fallen behind or are not making the progress one would expect given previous attainment.</i></p>	<p>Tuition and interventions 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 and in groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p><i>The targeted deployment of teaching assistants to support groups and individuals through carefully planned and specific learning interventions based on pupil's needs as well as appropriate scaffolding of the wider curriculum.</i></p>	<p>The EEF identifies the appropriate deployment of teaching assistants to deliver structured, time limited interventions can be a cost effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 & 3</p>
<p><i>Continued access to the WELLCOMM & Chatty Therapy early language screening tool for the identification of poor language acquisition and staffing to deliver the follow-up intervention programme to improve levels of oracy and vocabulary development in the EYFS and KS1.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To fund Knowsley Attendance strategy SLA and attendance rewards /termly prizes.</i>	In order for children to benefit from everything our school has to offer, they need to be in school, on time every day. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3
<i>The school's Learning Mentor to partner with our LA Early Help Worker in order to support families who struggle to engage in and support their children's academic learning or who face more specific problems associated with family crisis.</i>	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2&3
<i>The development of Cultural Capital is central to the school's curriculum drivers and opportunities are explicitly planned to enrich all children's learning experiences, broaden their horizons and extend the boundaries of their lives. Disadvantaged pupils are targeted to ensure they are equipped to participate fully in all these opportunities and are able to access the many extra-curricular activities on offer.</i>	Based on our experiences and those of similar schools to ours, we know that providing opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities builds cultural, social and creative capital that leads to positive attitude and aspirations: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
<i>Continue to develop the use of Forest School and other strategies for the delivery of a progressive curriculum of outdoor learning, providing effective support for children's SEMH. To continue to train staff to deliver a programme of sessions to all children as part of the curriculum and target disadvantaged children for additional intervention sessions. Ensure that these children are appropriately equipped to access the outdoor provision.</i>	Forest School has on the children's social, emotional, mental health and well-being. Research identifies the key benefits of Forest School upon all children but particularly those with a significant number Adverse Childhood Experiences (ACEs), the majority of who are disadvantaged. These benefits include: The therapeutic impact of creative, imaginative and risky play, learning through play, the teaching of new skills and connecting with Nature. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2&4
<i>Contingency Funding for acute issues, families in crisis and other wellbeing related support.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	2,3&4

Total budgeted cost: £ 150, 156

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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
Read Write Inc	Oxford University Press
Jigsaw PSHE	Jigsaw Education Group
Spelling Shed	EDShed

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