

Pupil premium strategy statement – Kirkby Church of England 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	304
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lynn Evans
Pupil premium lead	Lynn Evans
Governor / Trustee lead	Paul Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,376
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year	£ 128,760
<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>	

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-centered, 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	Increasing demands of High Level Need SEND children in EYFS & KS1
2	Social and emotional issues resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning
3	Family circumstances and/or expectations that impact negatively upon their learning. Unsupported learning habits at home e.g. lack of resources and parents inability to model learning.
4	Attendance: some of the disadvantaged pupils attendance is low which impacts on their learning.
5	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. School continues to provide a breadth of experiences that impact positively upon the 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
Progress in reading, writing and maths. Targeted PP who were at ARE at end of year assessment 24 to achieve ARE + . PP pupils who were below ARE EOY assessment 24 to make accelerated progress to close the gap	Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions. All PP children to achieve in line with national averages and in line with their peers at both ARE and GDS

<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>PP children to 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. Analyse data from phonics baseline and identify children that need additional support in phonics.
Improving whole school attendance including disadvantaged pupils. Ensuring a high level of parental engagement with their child's learning.	Learning mentor to continue to monitor attendance and develop positive interactions with families to support attendance. Continue to promote whole school attendance strategies and target families who require additional support.

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: £ 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All teaching and learning will be lead through the consistent use of quality first teaching (QFT) approaches.</i>	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.	1

<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>	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Learning mentor role part funded to address SEHM and attendance issues.</i>	Early intervention with families prevents escalation of difficulties and strategies and support e.g. Early Help process.	2 ,3 & 4
<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>	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.	2,3 & 4

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

Budgeted cost: £ 81, 476

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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</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>1,2 & 3</p>

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund Knowsley Attendance strategy SLA and attendance rewards /termly prizes.</p>	<p>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</p>	<p>4</p>

<p><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></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,3 & 4</p>
<p><i>Contingency Funding for acute issues, families in crisis and other wellbeing related support.</i></p>	<p>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</p>	<p>2,3,4 & 5</p>

Total budgeted cost: £ 131, 476

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following tables detail the performance of pupil premium children (disadvantaged) in comparison to their school peers and national ARE. By the end of KS2 PP children are performing in line with national expectations in Reading and Maths but are below in Writing. Progress measures continue to show accelerated progress for pupil premium children in KS1 and 2.

Vulnerable Groups Summary (2024)

Kirkby CofE Primary School

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		EYFSP GLD	YR1 Phonics 32+	KS2 (Expected +)		
England average (All pupils):		Eng: 68%	Eng: 80%	Reading	Writing	Maths
		Eng: 74%	Eng: 72%	Eng: 73%		
All Pupils	All	62% (39)	74% (38)	68% (38)	68% (38)	74% (38)
Gender	Female	72% (18)	89% (18)	79% (14)	71% (14)	79% (14)
	Male	52% (21)	60% (20)	63% (24)	67% (24)	71% (24)
Disadv.	Disadvantaged	40% (5)	58% (12)	75% (16)	56% (16)	75% (16)
	Other	65% (34)	81% (26)	67% (21)	81% (21)	76% (21)
Term Born	Autumn	76% (17)	86% (14)	73% (15)	73% (15)	73% (15)
	Spring	63% (8)	67% (15)	64% (14)	64% (14)	79% (14)
	Summer	43% (14)	67% (9)	75% (8)	75% (8)	75% (8)
Language	English	62% (39)	74% (38)	72% (36)	72% (36)	78% (36)
SEN	No SEN	70% (33)	82% (34)	78% (23)	83% (23)	83% (23)
	SEN Support	25% (4)	0% (4)	57% (14)	50% (14)	64% (14)
Ethnic Group	White	67% (36)	74% (38)	69% (36)	69% (36)	75% (36)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Kirkby CofE Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

>3* above Eng. All pupils
 >1* above Eng. All pupils

>1* below Eng. All pupils
 >3* below Eng. All pupils

*Number of pupils (see page 4 for explanation)

Early Years Foundation Stage Profile (2024)

Kirkby CofE Primary School

1b

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (1)

Key to shading:

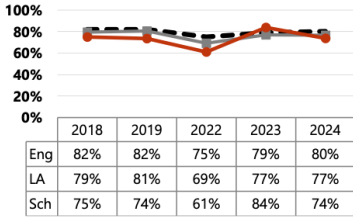
>3* above All pupils
 >1* above All pupils
 >1* below All pupils
 >3* below All pupils

*Number of pupils (see page 4 for explanation)

	Pupils No.	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
All	39	85%	79%	77%	79%	77%	74%	74%	74%	67%	64%	64%	64%	77%	79%	77%	74%	74%
Gender	Female	89%	89%	89%	89%	83%	83%	83%	89%	78%	72%	72%	72%	83%	89%	83%	83%	83%
	Male	81%	71%	67%	71%	71%	67%	67%	62%	57%	57%	57%	57%	71%	71%	71%	67%	67%
	Gap (Male - Female)	-8%	-18%	-22%	-18%	-12%	-16%	-16%	-27%	-21%	-15%	-15%	-15%	-12%	-18%	-12%	-16%	-16%
ESM	Eligible	50%	50%	50%	50%	33%	50%	50%	50%	50%	33%	33%	33%	33%	50%	50%	50%	50%
	Not eligible	91%	85%	82%	85%	85%	79%	79%	79%	70%	70%	70%	70%	85%	85%	82%	79%	79%
	Gap (Eligible - Not eligible)	-41%	-35%	-32%	-35%	-52%	-29%	-29%	-29%	-20%	-37%	-37%	-37%	-52%	-35%	-32%	-29%	-29%
Disadv.	Disadvantaged	60%	60%	60%	60%	40%	60%	60%	60%	60%	40%	40%	40%	40%	60%	60%	60%	60%
	Other	88%	82%	79%	82%	82%	76%	76%	76%	68%	68%	68%	68%	82%	82%	79%	76%	76%
	Gap (Disadv. - Other)	-28%	-22%	-19%	-22%	-42%	-16%	-16%	-16%	-8%	-28%	-28%	-28%	-42%	-22%	-19%	-16%	-16%
SEN	No SEN	94%	88%	85%	88%	85%	82%	82%	85%	76%	73%	73%	73%	85%	88%	85%	82%	82%
	SEN Support	50%	50%	50%	50%	50%	50%	50%	25%	25%	25%	25%	25%	50%	50%	50%	50%	50%
	EHCP	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	82%	82%	82%	82%	82%	82%	82%	82%	76%	76%	76%	76%	82%	82%	82%	82%	82%
	Spring	88%	88%	88%	88%	88%	75%	75%	75%	63%	63%	63%	63%	88%	88%	75%	75%	75%
	Summer	86%	71%	64%	71%	64%	64%	64%	64%	57%	50%	50%	50%	64%	71%	71%	64%	64%

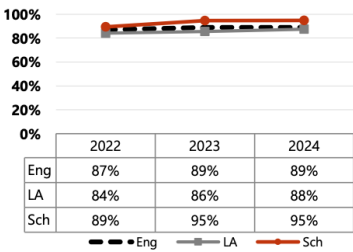
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2023
74% 38 pupils	77% ↓	80% ↓	84% ↓

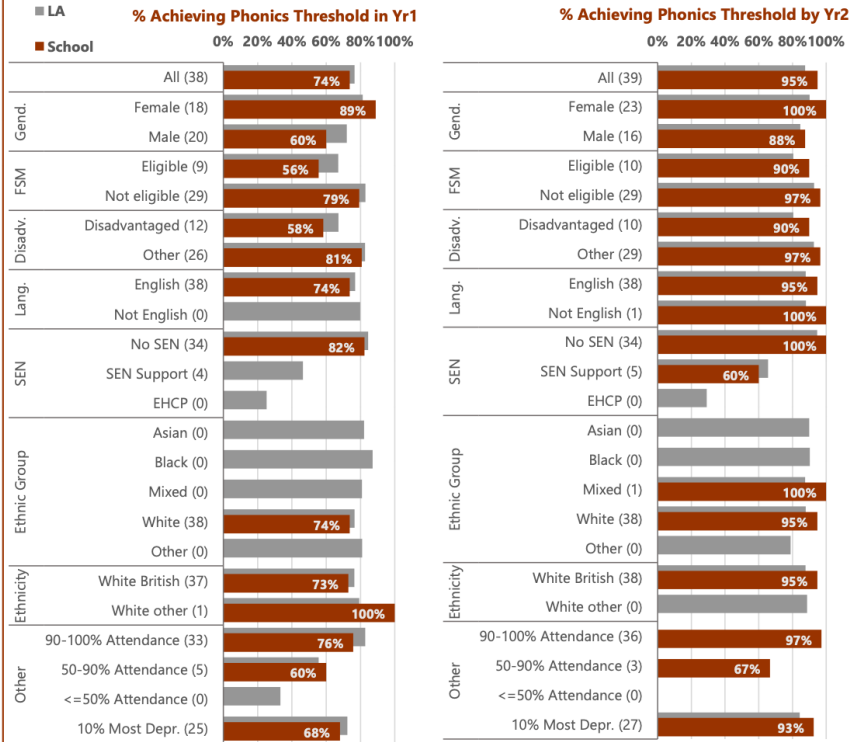


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)^

School	Comparisons	
	LA	England
95% 39 pupils	88% ↑	89% ↑



iii) Vulnerable Groups Analysis



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

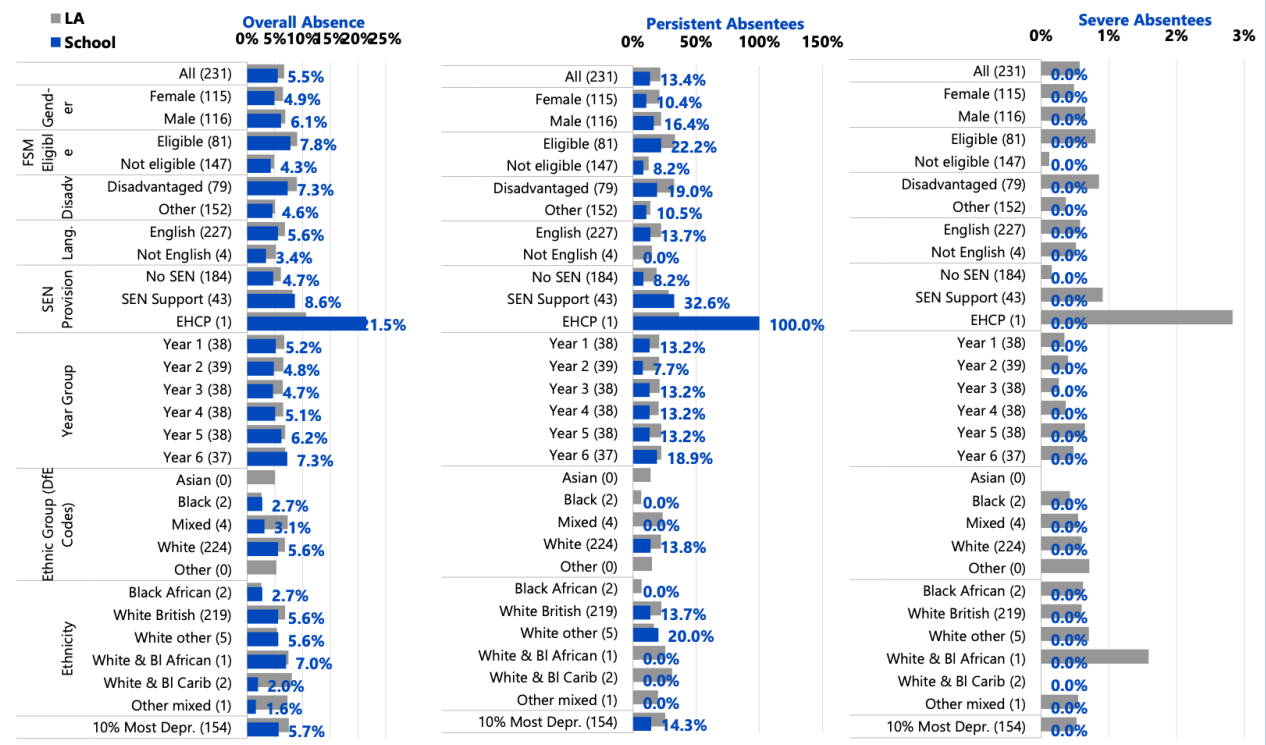
Key to shading (on Exp + only):

<3* above All pupils	>1* above All pupils	>1* below All pupils	>3* below All pupils
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*Number of pupils (see page 4 for explanation)

	Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS		
		Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	
All Pupils	38	68%	32%	68%	11%	74%	32%	61%	11%	76%	34%	
Gender	Female	79%	29%	71%	7%	79%	29%	64%	7%	86%	29%	
	Male	63%	33%	67%	13%	71%	33%	58%	13%	71%	38%	
	Gap (Male - Female)	-16%	+4%	-4%	+6%	-8%	+4%	-6%	+6%	-15%	+9%	
FSM	Eligible	75%	38%	56%	6%	75%	25%	56%	6%	75%	19%	
	Not eligible	67%	29%	81%	14%	76%	38%	67%	14%	81%	48%	
	Gap (Eligible - Not eligible)	+8%	+9%	-25%	-8%	-1%	-13%	-11%	-8%	-6%	-29%	
Disadv.	Disadvantaged	75%	38%	56%	6%	75%	25%	56%	6%	75%	19%	
	Other	67%	29%	81%	14%	76%	38%	67%	14%	81%	48%	
	Gap (Disadvantaged - Other)	+8%	+9%	-25%	-8%	-1%	-13%	-11%	-8%	-6%	-29%	
SEN	No SEN	78%	30%	83%	17%	83%	39%	70%	17%	91%	48%	
	SEN Support	57%	36%	50%	0%	64%	21%	50%	0%	57%	14%	
	EHCP											
Born	Autumn	73%	40%	73%	13%	73%	13%	60%	13%	87%	27%	
	Spring	64%	21%	64%	7%	79%	50%	57%	7%	71%	43%	
	Summer	75%	38%	75%	13%	75%	38%	75%	13%	75%	38%	
Att.	95-100% Attendance	19	79%	42%	79%	16%	84%	42%	68%	16%	89%	42%
	90-95% Attendance	11	73%	18%	82%	9%	82%	36%	73%	9%	82%	36%
	85-90% Attendance	2	50%	0%	50%	0%	50%	0%	50%	0%	50%	0%
	80-85% Attendance	2	50%	50%	50%	0%	50%	0%	50%	0%	50%	0%
	<=80% Attendance	3	33%	33%	0%	0%	33%	0%	0%	0%	33%	33%

iv) Vulnerable Groups Analysis - Autumn & Spring Terms



Attendance figures for disadvantaged children improved in the academic year 23/24 however they were still lower than the not PP children: 7.8% compared to 5.3%.

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
Chatty Therapy	Chatty Therapy
Read Write Inc	Oxford University Press
Jigsaw PSHE	Jigsaw Education Group
Spelling Shed	Ed Shed
Ready Steady Write	Literacy Counts

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The following activities are also subsidised from the main school budget:

Extra curricular activities and after school clubs.

Trips and visitors.

Membership of the Kirkby Gallery

Theatre performances.

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

