

Pupil premium strategy statement - Kidsgrove Primary School – 2024 - 2025

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	146
Proportion (%) of pupil premium eligible pupils	36.3% (45 pupils)
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)	2023/ 24 to 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement Authorised by	E Johnson
Pupil Premium Lead	E Johnson
Governor / Trustee Lead	Nigel Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,572

Part A: Pupil premium strategy plan

Statement of intent

At Kidsgrove Primary School, we recognise that all children regardless of their background, should have equal access to a curriculum, learning and pastoral support which will enable them to achieve their potential and thrive. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress. We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Funding- also targets to ensure disadvantaged pupils are offered equal access to our extended curriculum. We adopt other strategies to remove socio-economic barriers as well as offering wellbeing and mental health support.

The current Pupil Premium strategy combines an evaluative review of the research review conducted by the Education Endowment Foundation and the strategies identified in the Teaching & Learning Toolkit. The strategies are considered with reference to the school context and demographics in order to create the Pupil Premium Strategy.

High quality Teaching

- The key principles to the strategy aim to improve pedagogical knowledge and skills through high quality CPD so that the quality of teaching is 'at least' consistently good. If teaching is 'at least' consistently good then a positive correlation should be established with learning, thus increasing rates of progress and narrowing, or ideally closing, the attainment gap between children in receipt of Pupil Premium and their peers. All pupils experience a broad, balanced curriculum which engages them and motivates them to learn in a stimulating, inspiring environment where they feel safe and ready to learn.

Focus Area Curriculum: Reading, writing and Maths

Focus Area pedagogy: use of technology

Targeted Support

- Inclusion safeguards all children and groups of children, from the risk of being 'left behind.' This includes children in receipt of Pupil Premium. Through the implementation of effective, frequent and regular formative assessments, children are supported to 'keep up' so that no child is left behind. Targeted interventions based on gap analyses support children in the development of a cohesive knowledge, skill and vocabulary base. Interventions can be one-to-one, in pairs or in small groups. Interventions can take place during the staggered start to the school day, as a pre-teach, as a post-teach, as a booster or during an after-school session. Interventions can be based on identified needs, programme driven, specialist recommended or through e-learning platforms.

Focus Area: Phonics catch-up and slowed progression, reading fluency, speech and language support, maths basic skills

Wider Approaches

- Stretch and challenge form the basis of our high expectations for all children and groups of children, including those in receipt of Pupil Premium. A growth mindset approach is implemented to ensure that all children embrace challenge, take risks and learn from their mistakes. Discussion and self-talk underpin peer- and self-assessment so that children know and understand their strengths and what they need to do to improve even further. Children are held accountable for their efforts to improve while teachers plan and prepare opportunities to stretch and challenge all groups of children, including those in receipt of Pupil Premium.
- The intended curriculum is enriched by learning experiences that enable connections to be made to broader areas of learning. These include educational visits to reinforce learning; opportunities to further develop interests, talents, knowledge and skills through after school clubs and service level agreements with external agencies to provide peripatetic music sessions, enrichment sports.
- All disadvantaged pupils will be given support to meet national expectations for attendance and persistent absence.

Focus Area: SEMH and Family support

The current plan works towards the key principle in line with the 3-tiered approach in EFF's pupils premium guide, activities:

- Support the quality of teaching, including staff professional development, assessment materials and resources.
- Provide targeted academic support, including tutoring; and
- Tackle non-academic barriers to academic success, like attendance, behaviour, safeguarding and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Significant Low levels of communication and Language and age-appropriate stages of development amongst children on entry to school.
2	Observations and discussions with pupils suggest poor oral language skills, vocabulary gaps, and incorrect use of grammar. This has impacted on communication and writing across the curriculum and is evident from Nursery to KS2.
3	Writing attainment is below national standard at the end of KS2 and that these pupils are making slower progress than their peers.
4	Internal and external assessments indicate that maths attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult
5	Assessments, observations, and discussions with pupils indicate that our disadvantaged pupils have more limited access to the broad life experiences (music, theatre, the arts and travel) to draw upon compared to their peers in school..
6	Children in receipt of Pupils Premium are more likely than their peers to be identified as having a Special Educational Need and /or Disability. Ensuring that provision is tailored to meet the personal barriers to learning for each child.
7	Low attendance rates for pupils eligible for PP (this has been up to 3% lower than for non-disadvantaged pupils)
8	Less developed social and emotional intelligence in some PP children (low self-esteem, resilience, anxiety, anger management issues). Some individuals are not able to make accelerated progress without additional wellbeing support and interventions.
9	Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives.

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
Improved attainment in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensure disadvantaged children keep up with their peers.	EYFS, Year 1 phonics, Year 4 MTC and KS2 outcomes improved showing that disadvantaged pupils achieve in line with their peers in all subjects.
For all pupils to have raised aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes .	A rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. Quality lunchtime and after-school clubs offered to increase numbers accessing them, providing children with wider opportunities thereby enhancing their personal development. Trips, visits, clubs are subsidised, so PP children have the same opportunities and experiences as non-disadvantaged children
To improve and sustain levels of resilience and emotional regulation skills for pupil in our school, particularly our disadvantaged pupils.	Improved levels of resilience and overall well-being, as evidenced by teacher and pupil voice, qualitative data and observations of children.

	<p>Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils are resilient and positive self-esteem.</p> <p>For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive.</p> <p>SENDCOs proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and the percentage of all pupils who are persistently absent being below national.
Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	Assessments and observations indicate significant improved oral language. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Also, the use of communication screens in EYFS.

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: £ 20,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of further resources and CPD to improve phonics, reading, Spelling and writing</i></p> <p><i>Linked to our DEF validated systematic phonics programme – Essential Letters and sounds, reading fluency, Spelling and improving writing Pathways to write)</i></p> <p><i>Teaching assistant Deployment</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>Phonics EEF</p> <p>Reading Comprehension / EEF</p>	1, 2, 3, 6
<p><i>Purchase of Maths Mastery programmes (whiterose)</i></p>	<p>Maths Mastery approaches have a strong evidence base that indicates a positive impact on the progress and attitudes particularly for disadvantaged pupils:</p>	4, 6

<i>Purchase of further resources and CPD linked to improving maths, especially in mixed classes.</i>	Maths / EEF Mastery Learning / EEF	
<i>Purchase of standardised diagnostic assessments.</i> <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	<i>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</i> Diagnostic assessment	1,2,3,4, 6
<i>Purchasing additional iPads, pens and headphones in particular.</i> <i>Purchasing APPs to impact upon pedagogy, assessment and support accessibility e.g. Showbie, Socrative, Explain Everything.</i>	<i>EEF research indicates technology used correctly can have a positive impact on assessment and feedback, pupil practice and teacher modelling</i> EEF / Digital Recommendations	1,2,3,4,5, 9

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

Budgeted cost: £ 33,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Fluency Programme This will include resources, materials and training to support the implementation of Phonics Fluency intervention and SEND Programme Teaching assistant deployment	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: Phonics / EEF	2, 3, 6 4 hours a week 6 TSAs
Targeted before school maths teaching Teaching assistant deployment	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school	4, 6 3 hours per week 2 TSA

	programmes, which have higher impacts on average. Extending school day / EEF	
Early Assessment and interventions for Communication and Language to continue across EYFS and Year 1. Teaching assistant deployment for Stoke Speaks out interventions.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. Communication and Language Approaches / EEF	1, 2 1 hour per week for 2 TSA
Retention of teaching assistants support in class 15/hrs week to facilitate split teaching and small group support for mixed classes.	The average impact of the deployment of teaching assistants is about an additional four month progress over the course of the year. However, effects tend to vary widely between those studies where teaching assistants	1,2,3,4,6,8

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

Budgeted cost: £ 15,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Organise and subsidise extracurricular visits and enrichments to ensure access for disadvantaged learners.	There is a whole host of research and evidence that participation in extra curricular activities. Such as; drama, arts, music or physical impact upon engagement with learning. When surveyed parents report that access to clubs out of school can be restricted because of financial barriers.	5
Further develop offer to support children and families with mental health and emotional wellbeing.	The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. However, quality SEL interventions develop protective factors for mental health. Improving Social and Emotional Learning in Primary Schools EEF educationendowmentfoundation.org.uk	7,8, 9

Total budgeted cost: £ £69,572

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Data Expected or above for Pupil Premium

<i>EYFS</i>	<i>GLD 66.7%</i>	<i>Communication 100%</i>	<i>Literacy and Maths 66.7%</i>
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>KS1</i>	<i>80%</i>	<i>80%</i>	<i>80%</i>
<i>KS2</i>	<i>81.8%</i>	<i>81.8%</i>	<i>63.6%</i>

Strengths

- Essential Letters and Sounds implementation continue to be a high cost. This included CPD, books, resources and teaching assistant deployment. This has made an impact on Early Reading and Phonics provision with 100% of PP passing the phonics check. Next step: continue to invest in resources to support the implementation of the Nursery programme, SEND programme and Spelling.*
- Opening worlds purchased for humanities and impact of this highly ambitious curriculum seen in other subject areas for example in reading comprehension and spelling. Plus through modelling and questions pupils communication and articulation of learning improved. Next steps – continue to embed and roll out this scheme.*
- Diagnostic assessments implemented and supported identification of gaps and supported teaching and learning plus interventions.*
- All pupils in Years R-6 have access to a 1:1 device. Technology is used to help teachers explain and model new concepts and ideas. It supports teachers to model in new ways and provides opportunities to highlight how experts think as well as what they do. It also enables teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. We use technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Intuitive programmes to support in R, W and M including SEND interventions.*
- PP attendance for last academic year was 92.88% which 2% lower than non-PP pupils.*

- *Through observations and discussions resilience and independence has increased with majority of pupils. Further work still needs to be completed with pupils with SEND SEMH needs, many of which are disadvantaged pupils.*
- *Many opportunities offered for pupils in terms of visitors into school and monies being spent to fund or subsidise this for disadvantaged pupils. These have had a positive impact on progress. This target to continue.*

Developments

- *Targeted maths interventions within a specific year group.*
- *SEND programme and staff CPD for implementation for Essential Letters and Sounds reading intervention.*
- *Spelling programme to improve spelling and writing*
- *Maths programme to improve outcomes*

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
Synthetic Phonics Programme	Essential letters and Sounds
Educational Welfare Service	VIP Education
Early Language Assessment Tool and Intervention Programme	Stoke Speaks Out
Reading Buddy	Oxford Owl
Reading Plus	Reading Solutions
Mirodo	Mirodo Education
Nessy	Nessy
Opening Worlds	Opening Worlds
Number sense	Number sense `