

# Pupil premium strategy statement – Kidsgrove 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	147
Proportion (%) of pupil premium eligible pupils	41.5%
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> )	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	E Johnosn
Pupil premium lead	E Johnson
Governor / Trustee lead	B Duffy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65979.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5655.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£71634.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Kildsgrove 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 is 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.

### Key Principles

- 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.
- 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.
- 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.

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 among disadvantaged pupils is below that of non-disadvantaged pupils 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 (53.3% of persistent absentees are PP 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
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils 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.</p> <p>Pupils keep up not catch up.</p>	<p>Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> <li>• Increased percentage in the number of pupils achieving the expected standard and achieving greater depth in Reading, Writing and Maths in all year groups</li> <li>• Attainment gaps between PP and non-PP children are closing.</li> <li>• Class teachers demonstrate a high level of knowledge of children's individual needs</li> <li>• A focus on early reading strategies in EYFS and KS1 and novel study in KS2 increase reading attainment, reading for pleasure and writing attainment.</li> <li>• We have increased reading for pleasure amongst Disadvantaged pupils.</li> <li>• Daily Maths 'fluency' sessions cement 'the basics' leading to better attainment in arithmetic especially.</li> <li>• All relevant EYFS/KS1 staff have received training to effectively deliver the 'Essential Letters and Sounds' Phonics' scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing processes are embedded across the whole school which leads to an increase in attainment.</li> <li>• Through participation in the Time to Talk programme, communication and language skills for identified pupils in EYFS improve significantly.</li> <li>• Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques.</li> </ul>
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 re: academic, social and emotional development.	<ul style="list-style-type: none"> <li>• Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences.</li> <li>• All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS.</li> <li>• Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils’ SMSC development.</li> <li>• We support children in becoming ‘citizens of good character’ by fully embedding Character Education initiatives across the whole school.</li> <li>• Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development.</li> <li>• Trips, visits, clubs are subsidised, so PP children have the same opportunities and experiences as non-disadvantaged children</li> </ul>
To improve and sustain levels of resilience and emotional regulation skills for pupil in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improved levels of resilience and overall well-being, as evidenced by teacher and pupil voice, and observations of children.</li> <li>• Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils are resilient and positive self-esteem.</li> <li>• 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.</li> <li>• SENDCOs proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.</li> </ul>
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 (and recovery premium) funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 12098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment   EEF	1, 2,3,4,
Embed dialogic activities across the school curriculum especially humanities subjects. These support pupils to articulate key ideas, consolidate understanding and extend vocabulary whilst rapidly impacting on literacy through a systematic introduction and revisiting of new vocabulary.	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: Oral language interventions   Teaching and Learning Toolkit   EEF	1, 2,3, 4
High Quality CPD in relation to QFT and curriculum approach, including coaching and mentoring.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils -EEF  Reading Comprehension Strategies (+6) Collaborative Learning Approaches (+5) Mastery Learning (+5) Metacognition and self-regulation (+7) Feedback (+6) Phonics (+5)  Providing Effective Professional Development	1,2 3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  Mathematics guidance: key stages 1_ and 2  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Enhancement of our writing teaching and curriculum planning to ensure progress and improved outcomes	Sutton Trust found that 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.  Small group tuition having an impact of +4 months (EEF)  Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	1, 2, 3

	High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).	
<p>Improve the quality of Personal, Health, social and emotional learning.</p> <p>PHSE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools   EEF</p>	1, 8
<p>To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p>Sutton Trust found that 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</p> <p>Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</p>	1,2,3, 4
<p>To use digital technology to improve teaching, learning, including home learning, and assessment.</p> <p>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.</p>	<p>Evidence to support the impact of quality first teaching and targeted support:</p> <p>The EEF Guide to the Pupil Premium</p> <p>The EEF;s Using Digital Technology to Improve Learning</p>	2,3,4,5,9

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

Budgeted cost: £ 48358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Digital resources.</p> <p>Web based intuitive programmes to be used in school and at home .</p> <ul style="list-style-type: none"> <li>- Reading plus</li> <li>- Oxford Owl (ELS and</li> <li>- Spelling Shed</li> <li>- Letterjoin</li> <li>- Mirodo</li> </ul>	<p>Feedback can come from a variety of resources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects.</p>	2,3,4,5,9
<p>Retention of teaching assistants support in class 15/hrs week to facilitate split teaching and small group support.</p>	<p>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</p>	1,2,3,4,6,8
<p>Group or individual intervention (Pre-Teach; Post-Teach; Keep Up; GAP Analysis Boosters; 1:1 Literacy / maths Sessions EY Talk Boost; KS1 Talk Boost')</p>	<p>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: One to one tuition   Teaching and Learning Toolkit   EEF And in small groups: Small group tuition   Teaching and Learning Toolkit   EEF</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   Teaching and Learning Toolkit   EEF</p>	1,2,3,4,5,6,8,
<p>Purchase of Nessy and Nessy interventions – working 1:1 with a teaching assistant for identified pupils</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>EEF Guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.</p>	6, 8

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

Budgeted cost: £ 12124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Coaching and ELSA, Emotional Literacy Support CPD costs</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development.</p>	8

	<p>EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine school's approach to managing behaviour.</p> <p>EEF Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice.</p>	
<p>SEND pupils early identification and targets linked to SEMH – Boxall Profiling, ELSA sessions</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Metacognition and self-regulation (+7)</p> <p>Social and Emotional Learning (+4)</p> <p>Behaviour Interventions (+4)</p>	8
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Cultural capital experience and Curriculum enrichment support e.g performing arts, Panto, Residential etc</p> <p>Increased Extra-curricular opportunities.</p>	<p>Improved outcomes have been identified in English, maths and Science.</p>	5, 9
<p>Basic need support – uniform / food</p>	<p>Wearing a uniform is not on its own likely to improve learning but can successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	
<p>Contingency fund for acute issues.</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>	

**Total budgeted cost: £ 72580**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Impact of 2022/23 statement

Year 1	Reading			Writing			Maths		
pp	B	EXP	Above	B	EXP	Above	B	EXP	Above
Yes	10	50	40	10	90			70	30
No	23.1	46.2	30.8	23.1	76.9		15.4	61.5	23.1

  

Year 2	Reading			Writing			Maths		
	B	EXP	Above	B	EXP	Above	B	EXP	Above
Yes	33.3	66.7		50	50		50	50	
No	18.2	63.6	18.2	27.3	72.7		9.1	81.8	9.1

  

Year 3	Reading			Writing			Maths		
	B	EXP	Above	B	EXP	Above	B	EXP	Above
Yes	20	60	20	40	40	20	40	20	40
No	12.5	75	12.5	225	75			87.5	12.5

  

Year 4	Reading			Writing			Maths		
	B	EXP	Above	B	EXP	Above	B	EXP	Above
Yes	22.2	77.8		33.3	55.6	11.1	33.3	66.7	
No	11.1	55.6	33.3	33.3	44.4	22.2	11.1	55.6	33.3

  

Year 5	Reading			Writing			Maths		
	B	EXP	Above	B	EXP	Above	B	EXP	Above
Yes	11.1	88.9		22.2	77.8		11.1	88.9	
No	37.5	62.5		37.5	62.5		37.5	62.5	

Year 6	Reading			Writing			Maths		
	B	EXP	Above	B	EXP	Above	B	EXP	Above
<b>Yes</b>		66.7	33.3	16.7	83.3		33.3	66.7	
<b>No</b>	41.7	33.3	25	41.7	58.3		33.3	50	16.7

*Priority 1 - Children in receipt of Pupil Premium will regularly attend school or access remote education, thus increasing their opportunities to learn and progress.*

%	All	Disadv	Non-Disadv	PA
Nursery	93.21%	90.19%	94.03%	29.6%
Recep.	92.96%	91.77%	93.75%	27.3%
Y1	93.67%	92.9%	94.37%	26.1%
Y2	94.3%	92.41%	95.31%	11.1%
Y3	95.48%	95.37%	95.76%	15.4%
Y4	93.17%	93.2%	93.33%	22.2%
Y5	95.42%	94.89%	96.24%	5.6%
Y6	94.31%	92.25%	95.4%	21.1%
Lates	0.28%			
<b>Overall</b>	<b>93.83%</b>	<b>92.88%</b>	<b>94.70%</b>	<b>20.8%</b>
<b>12mths ago</b>	<b>94.40%</b>	<b>93.45%</b>	<b>95.04%</b>	<b>15.6%</b>

Attendance for all pupils has improved from the previous academic year. Disadvantaged pupils are only slightly below non-disadvantaged pupils. This will continue to be a target. As persistent absentees has increased and these are majority PP pupils.

*Priority 2 - Children in receipt of Pupil Premium will be able to effectively listen and speak using language that reinforces understanding and enables communication.*

Pupils completed screening and interventions for language and communication. There was a positive impact with prime area of communication and language 85.7% disadvantaged pupils achieving expected level compared to 69.2% non-disadvantaged.

*Priority 3 - Children in receipt of Pupil Premium will access a broad and balanced curriculum because they have the decoding and comprehension skills to learn independently.*

See data above.

*Priority 4 - Children in receipt of Pupil Premium will be supported to explore and learn strategies that promote independence, including those of engaging in self-assessment and peer assessment.*

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.

*Priority 5 - Due to the positive impact of timely, frequent and regular feedback, support and interventions, the proportion of children in receipt of Pupil Premium who are identified as SEND will decline.*

Early identification, adaptive teaching, High quality interventions etc has supported SEND progress. Target to continue.

*Priority 6 - Enrichment experiences beyond the school*

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.

## 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.*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	Ed Shed
Essential Letters and Sounds	Oxford Owl
Reading Buddy	Oxford Owl
Reading Plus	Reading Solutions
Mirodo	Mirodo Education
Nessy	Nessy
Opening Worlds	Opening Worlds
Number sense	Number sense `