# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Kirkbride Primary School |
| Number of pupils in school | 80 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | **2022-2023**  2023-2024  2024-2025 |
| Date this statement was published | 31st October 2022 |
| Date on which it will be reviewed | 31st October 2023 |
| Statement authorised by | Karen Barley  (Head Teacher)  Janice Hedworth  (Chair of Governors) |
| Pupil premium lead | Karen Barley |
| Governor / Trustee lead | Ann Little |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £6360.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £6360 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our pupil premium strategy has been written in a way that considers the challenges and barriers to learning that the children at Kirkbride may face, and in turn focuses on groups and individuals where these challenges may be greatest.  These children are identified in a variety of different ways; children who are eligible for Pupil Premium is one identified group. Our approach considers our context of a small mixed class school in a rural farming village, and also the context of society at the moment where Coronavirus has significantly impacted on children’s access to uninterrupted education. It has been written to reflect our school vision, values and behaviours so that all our children can “Explore, learn and grow.”  Our strategy of intent has identified areas we need to invest more time, expertise for resources into in order that all children achieve the following:   * **Exploring**…. Our children will be curious, investigative and confident to take risks, and develop their understanding of the world and their place in it. * **Learning** …. Our children will be resilient and self-motivated young people with the resourcefulness and mind-set to enable them to strive for self-development and learning throughout their future * **Growing**…. Our children will be open minded and nurturing young people with care and understanding for themselves, others and wider society, to enable everyone to flourish.   The key principles of our strategy are:   * To build strong relationships with all children and parents in order to be every child’s champion * A shared belief that all children can and will achieve through our commitment and passion to support every child. We go above and beyond in our thinking and actions for every child * A focus on delivering the highest quality teaching for all children * A teacher-led intervention programme * Regular evaluation of approaches and interventions informed by data and other evidence acquired from checking and monitoring * Clear, strategic leadership – setting high aspirations for all pupils and staff and working with staff to develop teaching so that outcomes for pupils are optimum   We are adopting the EEF tiered approach investing more time into improving teaching before considering targeted academic support (in balance with a broad curriculum) and wider strategies including increasing attendance and improving children’s emotional well-being. While this will be a three-year plan, some of the specific approaches may be altered based on in- school evaluations and the current needs of our pupils.  This strategy is underpinned by key research and focusses on five main facets:   * Continuing to develop high quality teaching so that all children have the academic skills, self-belief and attitudes to learning to flourish * Continuing to develop a knowledge rich, ambitious and memorable curriculum that promotes aspiration and ambition amongst all children; developing both academic rigour and character development through rich experiences and well organised curriculum content * Continuing to develop and support children’s emotional well-being, learning attitudes and behaviour so that they have a readiness to learn * Monitor children’s attendance and ensure any barriers to attending are broken down wherever possible so that ALL children attend school regularly. * Deliver additional focussed intervention to children who require additional learning of basic skills in English and Maths and do this in balance with ensuring they gain a broad and balanced curriculum   Our ultimate objectives are:   * To reduce the attainment gap between disadvantaged and non-disadvantaged pupils through excellent first wave teaching * To ensure all children flourish in school through access to a broad and balanced curriculum * To increase the attendance of non-disadvantaged pupils to 97% by addressing barriers to attendance and working with families to overcome these |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Ensuring all children receive the highest quality teaching which promotes achievement for all |
| 2 | Addressing gaps in learning of all children but in particular children eligible for PP which have become greater through the result of the pandemic |
| 3 | Developing early reading for disadvantaged pupils |
| 4 | Ensuring PP students engage with wider-curricular opportunities and experience culture capital. |
| 5 | Ensure children eligible to PP get a broad and balanced curriculum rich in knowledge, vocabulary and memorable experiences (while also catching up with basic skills) |
| 6 | The attendance of some disadvantaged pupils is low, they are not equipped for the day and there are safeguarding needs which include hunger, that are barriers to attendance and effective learning. |

## 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.

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| Intended outcome | Success criteria |
| 1. The progress of children 2. eligible for PP will improve in 3. all year groups. | A greater number of children with PP will make “at least” expected progress in Reading, writing and Maths.  A greater number of children with PP where attainment is behind ARE will make better than expected progress.  Children with PP receive high quality first wave teaching in all year groups. |
| The attainment of children  eligible for PP will improve  in all year groups so that  more PP children meet Age  Related Expectations (ARE) | The gap between disadvantaged pupils within our school and non-disadvantaged pupils nationally at key benchmarks decreases.  The gap between disadvantaged pupils and non-disadvantaged pupils within our school decreases.  Children with PP receive high quality first wave teaching in all year groups. |
| Developing early reading for disadvantaged pupils | The phonics and early reading gap between children who are eligible for PP and those that are not, decreases within Reception, Year 1 and Year 2  A greater number of children with PP meet ARE in phonics/early reading in Reception, Year 1 and Year 2 |
| 1. Ensuring PP students 2. engage with wider-curricular   opportunities and   1. experience culture capital. | A greater number of children eligible for PP participate in music lessons  A greater number of children eligible for PP represent the school at sporting events Children eligible for PP get opportunities to contribute to the school – e.g. Student Council, Pupil leaders  All children with PP attend education visits and residential |
| 1. Ensure children eligible to PP get a broad and balanced curriculum rich in knowledge, vocabulary and memorable experiences (while also catching up with basic skills) | Children eligible for PP have full access to a broad and balanced curriculum  Children eligible for PP widen their subject specific technical vocabulary due to exposure and exploration in full curriculum Children eligible for PP develop high aspirations as a result of experiences and opportunities they have received |
| 1. Ensuring all disadvantaged pupils are attending school regularly, are ready to learn and equipped for the day. | Children eligible for PP will not be hungry, they are at school on time, wellbeing needs are addressed and they are ready to learn.  Communication with the family will be supportive and effective.  Attendance will improve above 97% from previous 92.59% |

## 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: £7,300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Consistent delivery and fidelity to Sounds Write phonics program (Purchased with WELL funding) | Phonics and early literacy  (EEF toolkit +5 months)  Reading, spelling and writing strategies (EEF toolkit +6 months) | 1, 2, 3 |
| Subject leader release to monitor and evaluate an ambitious curriculum rich in skills, knowledge and vocabulary (additional to WELL funding) | EEF – maximising learning  “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.”  “Teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.” | 5 |
| 1. Developing teaching 2. focussing 3. on delivering highest 4. quality first wave 5. teaching | Metacognition and self-regulation (EEF toolkit +7 months)  Feedback (EEF toolkit +6 months) Mastery Learning (EEF toolkit +5 months)  Collaborative learning approaches (EEF toolkit +5 months) | 1 and 2 |
| Access and inclusion in trips, residentials and curriculum activities for all disadvantaged and PP eligible children | Arts participation (EEF toolkit +3 months)  *Music, outward bounds, cultural trips (Capital city) etc* | 4 and 5  **£2800** |

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

Budgeted cost: £4353.32

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. All support staff to deliver 2. additional early reading/ phonics intervention 3. in afternoon | Teaching assistant interventions (EEF toolkit +4 months) £853.32 annually | 1 and 2 |
| Deployment of 2 x experienced teachers (M6 and UPS3) to work with small groups to deliver high quality maths and english | Small group tuition (EEF toolkit +4 months)  £1755 +£1554 annually | 1 and 2 |

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

Budgeted cost: £ 1560

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club access funded in order to improve attendance, and support wellbeing | (EEF statement - school breakfast clubs +2 months) (2 children - 5 x morning £4 per child, per day x 39 weeks) | 6 |

**Total budgeted cost: £ 19,922.32**

\*\*\* The school makes a strategic decision to invest more in the above strategies than the allocated funding (additional funding from main budget)

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| Disadvantaged pupils accessed summer residential experience, through financial support for wider opportunities and experiences.  Trips and visits were facilitated through the fund. Impact on children – experience new environment, wellbeing, self-regulation and developed resilience.  **Targeted support**  Children eligible for Pupil premium received additional small group interventions delivered by experienced teachers. This alongside 1:1 interventions delivered by teaching assistants and a research-based recovery curriculum prioritising missed content and catch up of learning alongside mental health and wider curriculum.  Disadvantaged pupils were supported with 1:1 or small group additional interventions to facilitate catch up. From a low starting point, progress has been made, emotionally and mentally which has enabled resilience and support to access learning. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Small group work intervention with experienced Teacher to close gaps in English and Maths |
| What was the impact of that spending on service pupil premium eligible pupils? | Improved confidence and achievement in writing and reading which has secured attainment. Attainment in maths from WTS to EXP. |

# Further information (optional)

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