

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Kirkbride Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Dawn Maxwell
Pupil premium lead	Dawn Maxwell
Governor / Trustee lead	Janice Hedworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8380.00
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9380.00

Part A: Pupil premium strategy plan

Statement of intent

At Kirkbride Primary School when making decisions about using Pupil Premium funding we believe it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Although the majority of our PP children met expectations in EYFS and /or Year 1 it is now evident that due to missed learning in EYFS/ KS1(Rec /Year 1/ Year 2) pupils' progress has plateaued or regressed and therefore pupils in KS2 continue to work at KS1 level particularly in English.
2	Support from Early Help and Social Care before/during and after Lockdowns.
3	Weak language and communication skills
4	Social and Emotional challenges – some behavioural issues at home which can filter into school

5	Lack of support / minimal home-school learning / homework
---	---

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
Attainment in reading	Achieve above the National Average in KS1 SATS or meet ARE for pupils in KS2.
Attainment in writing	Achieve above the National Average in KS1 SATS or meet ARE for pupils in KS2
Attainment in SPAG (especially spelling)	Achieve above the National Average in KS1 SATS or meet ARE for pupils in KS2
Attainment in maths	Achieve above the National Average in KS1 SATS or meet ARE for pupils in KS2

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: £7380

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' Interventions for English taught by newly recruited Senior Teaching Assistants	From assessments in July 2021 and September 2021 reading, writing and spelling show that a high percentage of disadvantaged children are working below Age-Related Expectations.	1, 3 & 5
Staff CPD	High quality staff CPD is essential to follow EEF principles with added focus on summative and formative assessments	1, 3 & 5.
Extra daily reading teaching e.g. small groups and 1:1 tuition by newly recruited	From September assessments pupils are well below on 'book bands' and continue to work on phonics phase 3/4/5 this includes PP pupils in KS2.	1, 3 & 5.

Senior Teaching Assistants	Some parents struggle to support reading.	
----------------------------	---	--

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics / spelling teaching e.g. small groups and 1:1 tuition with a qualified teacher.	From September assessments pupils are below on 'book bands' and continue to work on phonics phase 3/4/5 this includes PP pupils in KS2. Some parents struggle to support reading.	1, 3 & 5.

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time –out of class for Head Teacher / SENCo to organise and meet with agencies.	Pro-active response to safeguarding and Early Help needs of children and families.	2 & 4

Total budgeted cost: £ 8380

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 2020 to 2021 academic year.

During 2020-2021 Pupil Premium funding provided extra Senior Teaching Assistants across the school in all year groups. Leaders and Governors recognised that returning to school in September 2020 was going to be a challenge especially for disadvantaged pupils who had accessed little or no home-schooling. Therefore, the funding enabled early intervention from September – December 2020 until the second lockdown. During the second lockdown the Senior Teaching Assistants were able to communicate with families to support with home-school learning and to encourage disadvantaged pupils to attend school during this period.