

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kirkham and Wesham Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	October 2023
Statement authorised by	L Glynn (Headteacher)
Pupil premium lead	L Glynn
Governor / Trustee lead	Lynne Lowe (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,325
Recovery premium funding allocation this academic year	£6815
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	£91140

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is done alongside research conducted by the EEF.

We find the 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”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 means 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	Weaker Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** for disadvantaged pupils and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children Key Stage 1 ready	<i>Gap between disadvantaged/non-disadvantaged GLD reduced</i>
Children have skills to read widely, often and for pleasure	Achieve above national average PSC, attainment gap in reading reduced
Progress in reading	Achieve above national Average progress scores on Reading (0)
Progress in writing	Achieve above national Average progress scores on Writing (0)
Progress in maths	Achieve above national Average progress scores on maths (0)
Improved school attendance and punctuality	Attendance above 95%

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: £ 41,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed DfE approved SSP and introduce reading approach into Y2	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 Toolkit Strand Education Endowment Foundation EEF	1, 2
Further roll our Tutoring with lighting squad – catchup program linked to SSP	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 Toolkit Strand Education Endowment Foundation EEF	1, 2
<i>Additional staff recruited</i>	Research shows that early intervention by skilled staff addressing specific barriers to learning helps unlock the learning potential Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 5
<i>Staff CPD) around Mastery, Collaborative, learning and feedback Release for evaluation time and training</i>	High quality CPD in place, all from research base, Mastery learning approach in mathematics. Member of Literacy and Maths hubs. Mastery learning EEF (educationendowmentfoundation.org.uk) Collaborative learning approaches have a positive impact, +5 months on average, and may be a cost-effective approach for raising attainment. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3,4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are	In order to overcome specific barriers learning Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4, 5

interpreted and administered correctly.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Improve reading outcomes – use the approach earlier in the year to achieve better outcomes	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</p>	1, 2, 3, 4,
To introduce accelerated reader into KS2	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 21,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of NTP approved phonics tutoring program</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been	1,2

	shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>ILP</i>	Targeted intervention address core reading needs of children so that they can better access curriculum and regulate behaviours	1, 2, 3
<i>Reading plus</i>	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2
<i>Small group and 1:1 interventions</i>	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learners Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
<i>Lucid</i> Purchase of standardised diagnostic assessments. (GI Lucid) Training for staff to ensure assessments are interpreted and administered correctly.	In order to overcome specific barriers learning Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: £ 14.225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory and pastoral support</i>	Targeted intervention address base needs of children so that they can better access curriculum and regulate behaviours	1, 2, 3, 4,
<i>Library refresh</i>	Exposure to quality texts improves the outcomes for all children DfE reading framework	1, 2
<i>Access to trips and wider opportunities and Prioritisation at school events</i>	Greater connection to learning and improved outcomes in curriculum areas	
<i>LM attendance</i> This will involve training and release time for staff to develop and	Emotional avoidance attendance initiative introduced to target most vulnerable families that have the lowest attendance – evidence from the local authority working party on improving attendance	3, 4, 5

implement new procedures and appointing attendance/support officers to improve attendance.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	
<i>Well-being family days</i>	Build strong family links to base all interaction on and promote improved engagement and outcomes	3, 4, 5
<i>Lunch time support – playground games</i>	Develop friendships and belonging to	3, 4, 5
<i>Quality texts</i>	Exposure to quality texts improves the outcomes for all children DfE reading framework	1, 2
Whole staff training on relationship and behaviour management approaches with the aim of developing our school ethos and continuing to improve behaviour for learning across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2 3, 4
Improve the quality of social and emotional (SEL) learning. (LM)	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 4, 5
To improve metacognition and ability to self regulate including establishment of sensory room	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £ 87,425 projected carry over if not spent £3,715

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Evaluation
Children Key Stage 1 ready	<i>Gap between disadvantaged/non-disadvantaged GLD reduced</i>	2023 GLD 70% compared to 68% National. PP attainment gap was 25% by the end of the year. Gap in 2022 was 35% so improved by 10%
Children have skills to read widely, often and for pleasure	Achieve above national average PSC, attainment gap in reading reduced	PSC significantly above nation scores PP and Non PP in attainment. National gap 2023 was 15%, in school gap was 1.3%
Progress in reading	Achieve above national Average progress scores on Reading (0)	Progress in Reading (-1.0) in line with national levels from a very low starting point
Progress in writing	Achieve above national Average progress scores on Writing (0)	Progress in Writing (1.7) in line with National levels
Progress in maths	Achieve above national Average progress scores on maths (0)	Progress in Maths (0.2) in line with National levels
Improved school attendance and punctuality	Attendance above 95%	Attendance of 95.1% improvement on 2022 of 94.5% compared favourably with local and national comparators. PP attendance 1.4% lower than school. Nationally this gap 2.5% as a school we performed better the national picture in this area

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

Programme	Provider
Lancashire Mastery Maths	LCC
Success for all Phonics	FFT
Tutoring with Lightning Squad (TWL)	FFT
Mastering Number	NCETM
Accelerated reading	Renaissance
Times Tables Rock Star	

