

# Kexborough Primary School -Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 – 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	199 (FT)
Proportion (%) of pupil premium eligible pupils	70 / 199 (35% PP)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss J Mackay
Pupil premium lead	Miss J MacKay
Governor / Trustee lead	Mrs A Fletcher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72500
Recovery premium funding allocation this academic year	£15000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£86500

## Part A: Pupil premium strategy plan

### Statement of intent

At Kexborough Primary School the children sit at the heart of everything that we do. We are determined that all children achieve their full potential by being provided with the highest standards of first quality teaching within a broad and balanced curriculum. We recognise that all children are entitled to this regardless of their background or any challenges that they face.

We do recognise that some of our pupils do come from disadvantaged backgrounds and therefore may require additional support and we will use all available resources to ensure that these children meet their full potential. We recognise that this may extend beyond the classroom and that pastoral care and intervention may also be needed to support academic achievement.

Our tiered approach to Pupil Premium funding provision follows the EEF guidance

- Whole school strategies that impact all pupils
- Acting early to support at the point needed for all children
- Specific targeted support for children eligible for the PPG

Our key aim is to ensure that all of our children, including those eligible for PPG, become independent, skilled, confident members of the school and wider community enabling them to be successful in their learning.

### Challenges

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

Challenge number	Detail of challenge
1	On entry to school, assessments show that disadvantaged pupils are more likely to have limited oral language skills which leads to slower reading progress and lower reading attainment in subsequent years
2	Disadvantaged children's rates of attendance are historically not as high as the rates of those children not eligible for PPG
3	Historically disadvantaged children do not achieve and attain as well as their non disadvantaged peers
4	Many disadvantaged pupils demonstrate low self esteem and self confidence
5	The number of EHAs being lead or attended by school averages around 15. These are supporting our families across a breadth of challenges and involve a great deal of work with other agencies to support attendance, wellbeing and achievement.

## 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
The teaching of <b>RWI</b> is embedded in EYFS and KS1 and pupils are assessing as in line with the programme. Where they are not immediate tutoring is in place to enable a “keep up not catch up approach”	Outcomes in the PSC continue to increase and are at least in line with national
Raise the attainment of disadvantaged pupils in phonics	Disadvantaged pupils will attain in line with their peers in the Y1 PSC (July 2022)
Increase the levels of attendance of pupils eligible for PPG grant through the work of the <b>attendance officer, PSA and EWO</b>	There is no gap between the attendance rate of those eligible for PPG and those not
Increase the attainment of pupils eligible for PPG at the end of Key Stage 1 and Key Stage 2	Attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils
The SEMH needs of pupils are assessed and met through in school support and appropriate intervention	Attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils

## 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: £23500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused CPD for the consistent high quality delivery of SSP (RWI) across FS2 and Key Stage 1, including related interventions and tutoring. This CPD may be delivered internally by <b>reading leader</b>	There is a strong evidence base that indicates a well delivered SSP will have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF PHONICS TOOLKIT STRAND	1 3

Additional teacher support for UKS2 provides a greater opportunity for first quality teaching in Y5 and Y6	Evidence shows that reducing numbers of pupils in a class improves the quality of teaching and the principles of effective tuition can have a positive impact upon attainment of pupils  EEF : SMALL GROUP TUITION	1 3
Implementation of <b>NELI</b> and use of <b>WELLCOMM</b> assessments across EYFS to support development of language and listening skills. (The use of <b>support staff</b> time to deliver and implement these)	Intervention and support approaches that focus upon speaking, listening or a combination of them both show positive impacts upon attainment  EEF : ORAL LANGUAGE INTERVENTIONS	1 3

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in Key Stage 1 to improve outcomes in reading and writing	Evidence shows that reducing numbers of pupils in a class improves the quality of teaching and the principles of effective tuition can have a positive impact upon attainment of pupils  EEF : SMALL GROUP TUITION	1 3
Additional phonics sessions targeted at all pupils, but including disadvantaged pupils, who require additional support in phonics / early reading	There is a strong evidence base that indicates a well delivered SSP will have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils  EEF PHONICS TOOLKIT STRAND	1 3
Higher level of adults support in FS2 to support children with basic social skills and SEMH needs to support early attainment and achievement of ELG	Both one to one and small group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind.  EEF TOOLKIT STRAND	1 3 4

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of a <b>full time PSA</b> who has responsibility for attendance including supporting attendance and challenging where attendance is low through working with a <b>brokered EWO</b> and using internal <b>ISAPs</b> as a method for both support and challenge	There is a clear link between poorer rates of attendance and lower attainment	2 5
<b>PSA</b> to lead <b>EHAs</b> and support families within this process through detailed action plans involving the appropriate professionals.	Research shows the positive impact upon attainment of children when parents aspirations are raised EEF : PARENTAL ENGAGEMENT	2 4 5
A proportion of the <b>DHT</b> and <b>PSA</b> time to be allocated to the implementation of the <b>Incredible Me</b> programme to support the SEMH needs of children across school	A number of organisations, charities and the EEF have produced evidence linking work to support children's emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	4
<b>PSA</b> to deliver the <b>Webster Stratton Programme</b> to target disadvantaged families and support parenting at home	Research shows the positive impact upon attainment of children when parents aspirations are raised EEF : PARENTAL ENGAGEMENT	2 5
Employment of <b>wellbeing practitioner</b> to deliver <b>Books Beyond Words</b> SEMH intervention	A number of organisations, charities and the EEF have produced evidence linking work to support children's emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	4

**Total budgeted cost: £86500**

Part B: Review of the previous academic year

## Pupil Premium Strategy outcomes

Please see the statement on the school website for the 2020-2021 impact statement

<https://www.kexboroughprimary.com/pupil-premium.html>

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
No allocation received as we have no service pupils on roll
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA