

# **Kidmore End CE Primary School**

## **Pupil Premium Strategy 2022-2023**

### **Rationale**

Kidmore End CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure.

Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

### **Background**

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years.

An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips annually and for widening pupils' awareness of the wider cultural diversity e.g. trips, visitors to school.

### **Key Principles**

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

#### **High expectations**

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

#### **High Profile**

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

#### **Early Intervention**

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

#### **Inclusive Provision**

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

#### **High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities

to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

### **Emphasis on Basic Skills**

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

### **Strategies**

#### **Identifying Need**

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

#### **Identifying barriers to Learning**

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework
- Emotional well-being since Covid19

#### **Use of Data**

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

#### **Provision**

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need.

Our provision includes:

- Small group interventions and 1:1 tutoring

- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

### **Reporting**

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance termly including reports on specific learning walks, discussion with pupils and reviews of individualised pupil premium plans for our children.

## Kidmore End CE Primary School

### Pupil Premium Statement 2022-2023 and 2021-2022 Review

Detail	Data (October Census -6/10/22)
School name	Kidmore End CE Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	16 pupils 9.5%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	20.10.2022
Date on which it will be reviewed	20.10.2023
Statement authorised by	Andrew Griffin
Pupil premium lead	Andrew Griffin
Governor / Trustee lead	Mrs June Bishop

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,670

## Part A: Pupil premium strategy plan

### Statement of intent

At Kidmore End CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.
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#### **Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

### Challenges

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

Challenge number	Detail of challenge
1	Refugees arriving from Ukraine (33.3% of Pupil Premium) 3.5% of the school population
2	Social, emotional and mental health impacted by COVID
3	Gaps in reading, writing, maths and phonics
4	Speech, language and communication
5	Attendance and punctuality impacted by COVID and Mental Health
6	Access to wider opportunities
7	Parental engagement

## 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
Access to National Curriculum	To ensure pupils from Ukraine are able to access the National Curriculum at their age level. Where appropriate children are able to access statutory test. All Ukrainian demonstrate progress in their learning.
Support for Refugees	To ensure families have access to school resources to ensure that the pupils attend regularly and experience a wide range of opportunities
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2. (High Proportion of Pupil Premium children in Year 6)
Attendance of targeted children especially after the impact of Lockdown on their emotional wellbeing	Ensure attendance of disadvantaged pupils is in-line with national average (pp) and aiming for school target of 97%
Progress in Reading	Achieve or exceed PP national average progress scores in KS1 and KS2 Reading July 23 and/or diminish the attainment gap against whole cohort
Progress in Writing	Achieve or exceed PP national average progress scores in KS1 / KS2 Writing July 2023 and/or diminish the attainment gap against whole cohort

## 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: £7237.50

Activity	Evidence that supports this approach (Evidence source: EEF toolkit)	Challenge number(s) addressed
Provision and support for Ukrainian children including tuition and group support and family support. £5937.50	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p>	1
Reading Pack of Resources £500	<p>Purchase of individual resources for every Pupil Premium child. Some of our disadvantaged pupils are performing below 'other' children in English and PP pupils are making expected progress but some require accelerated progress in order to 'diminish the difference' and reach ARE.</p> <p>Resources will be used to support strategies for reading including encouraging the children to read at home for pleasure and share texts with parents.</p> <p>This will ensure high quality texts and questioning are used raising the standard of reading teaching. Our pupils will have access to quality texts broadening the genre of texts and widening and building their vocabulary.</p>	3,7
CPD on planning for a medium term maths planning and follow up training with staff.  £600	<p>Quality Wave One teaching focusing on ensuring a high-quality teaching and learning. Evidence states that the average student makes 40 per cent more progress with highly effective teaching than they do with poor teaching. High quality CPD will focus on ensuring all learners but targeting pupil premium are able to improve their writing through improvements in pedagogy and planning.</p>	3
Communication and Interaction CPD for staff January 2023 £200	<p>Behaviour Interventions Evidence states that both targeted interventions and universal approaches have positive overall effects (+ 4 months EEF)). The school has planned to embed an appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. The specific training targeted at some of our pupil premium children will ensure consistency and result in a positive impact on behaviour, behaviour for learning and attendance.</p>	3,4,5

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

Budgeted cost: £10843.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, Maths and Writing Group Tuition (25 minute interventions) £780	Small group tuition in Year4, Year 5 and Year 6 will be used as an effective intervention to target pupils' specific needs. Diagnostic assessment through Target Tracker will be used to assess the best way to target support. (EEF)  Intensive tuition in small groups will be provided to support lower attaining learners or those who are falling behind.	2,3,4
1:1 Reading, Spelling and Writing Tuition £468	One to one tuition is very effective at improving pupil outcomes (EEF). One to one tuition will be used as an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas  The school will target identified pupils who are significantly below the attainment of their peers.	2,3,4
Small Group Tuition targeting Year 6 Pupil Premium £1976	Small group tuition in Year 4,5&6 is most likely to be effective if it is targeted at pupils' specific needs (EEF). Diagnostic assessment will be used to assess the best way to target support.  The DHT and HT will provide targeted support and revision for Year 6 pupils ensuring that misconceptions are addressed and gaps in learning are identified and addressed through individual support in lessons and in additional booster sessions.	2
Targeted Small Group Interventions focusing on Reading and Writing Key Stage 2 and Year 2 £7125	Deployment of experienced Teaching Assistants for intensive catch-up work for English from Years 1 to 6. The TA's will work with target pupils focussing on basic skills for writing and grammar and reading. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on outcomes.	2,3,4
1:1 Tuition -targeted support Year 3 £494	One to one tuition is very effective at improving pupil outcomes. (EEF)  One to one tuition will be used as an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas including attitudes towards learning.	2,3,4



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

Budgeted cost: £4804.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA -Mental Health support £494</p> <p>ELSA Supervision £300</p>	<p>To provide a pastoral counselling and support to the most vulnerable pupils across the school.</p> <p>Home school liaison and promoting engagement with parents. Providing support and links to help support with pupils well -being.</p> <p>More specialised programmes will be used in Social Emotional Learning (SEL) and will be targeted at students with particular social or emotional needs. The school will use ELSA Counselling and Support Plans to support children and their emotions, anxiety and attitudes to school and learning.</p>	2,5
<p>1:1 emotional support during transitions and dismissal/ lunch/soft start £2470</p>	<p>Individual Pupil Premium Plans will be used to target support including transitions at the start of the day and end of the day including focussed parental contact.</p> <p>Some pupils will have more specialist support to help manage their self-regulation or social and emotional skills and this will be included in the plans and communication and engagement with parents.</p> <p>EEF evidence states that parental engagement has a positive impact on average of 4 months' additional progress.</p>	2,5,7
<p>Extra-Curricular Clubs and LAMDA Classes £540</p>	<p>Participating in sports and physical activity is likely to have wider health and social benefits. (EEF)</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Through Lamda, looking at texts and asking questions expands vocabulary, comprehension, expression and understanding of people, relationships and why we do things.</p>	6
<p>Outdoor Education £1000</p>	<p>The school will fund all Pupil Premium children in Year 5 and 6 to participate in the Year 5 and 6 Residential which promotes resilience, teamwork and independence.</p> <p>The school will provide the pupils with activities that challenge pupils physically (and emotionally).</p> <p>Through the year, there will be opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions and to reflect on their experiences during the residential outdoor learning. (SEL)</p> <p>Support for pupils to overcome challenges and experience success will be provided building on the relationship between adult and pupils once everyone is back in school.</p>	6

**Total budgeted cost: £ 22884.50**

	Staffing Cost	CPD cost	Targeted cost	
Section 1	£5937.50	£800	£500.00	£7237.50
Section 2	£10843.00			£10843.00
Section 3	£2964.00	£300	£1540.00	£4804.00
Totals	£19744.50	£1100	£2040.00	£22884.50

## 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.

<p><i>KS2 data for all children at Kidmore End in Reading, Writing and Maths is above the National Average. The results overall show that the Year 6 children have performed well against the targets set at the start of the year. The national average has dipped to 59% from 67% in 2019. The school's RWM combined percentage in 2019 was 60%. The new arrival child has had an impact on results but some children have excelled and greater depth in Reading and Writing are a strength. Grammar results are also a strength for the school.</i></p> <p><i>Progress Measures for Reading were 0.4, Writing 2.3 and Maths 0.8 (whole cohort).</i></p> <p><i>Pupil Premium 4 Children - Writing 2 out of 4 children achieved the expected standard. Maths 2 out of 4 children achieved the expected standard. Reading 3 out of 4 achieved the Expected Standard.</i></p> <p><i>As there are small numbers of children in every year group statistical data against national benchmarking is difficult.</i></p> <p><i>Attendance for Pupil Premium children was 91.35% vs 94.91% for the whole school. Persistence absence for Pupil Premium children needs to be addressed.</i></p>
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Objectives 2022-2023	Outcome
<b>Remove barriers to learning created by poverty, family circumstance and background</b>	The school provided additional support for Ukrainian Refugees during the Summer Term. Attendance for these pupils was in line with the whole cohort and parental engagement with our Ukrainian teacher was supportive and effective. Regular parental meetings allowed for these families to be supported through workshops and information briefings to ensure they settled. All pupil premium had access to free uniform, free clubs, free trips and free Residential this included school run activities and outside agencies and providers.
<b>Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally</b>	Throughout the year, pupil premium children have received targeted support. This has included tuition and group work within class. Year 6 Pupil Premium Children have made good progress from KS1 to KS2 despite the COVID period and our overall data shows positive progress. Attendance for Pupil Premium children is slightly lower than the whole cohort but in line with National Figures from 2020-2021. The school also offered remote learning during self-isolation weeks for different classes and COVID impacted on all classes throughout 2021-2022.
<b>Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum</b>	The school introduced Rocket Phonics and the Rising Stars Programme in 2021-2022. Reading results across all years including EYFS shows Reading and Phonics is a strength Phonics – 93.3% Year 1, KS1 – 100%, KS2 -83.3% (75% Pupil Premium)
<b>Develop confidence in their ability to communicate effectively in a wide range of contexts</b>	Through Pupil Questionnaires and Parent Questionnaires there is clear evidence that children feel well supported and happy at Kidmore End. 100% (Parent Questionnaire) - Kidmore End has a happy welcoming atmosphere 100% (Parent Questionnaire) - My child feels safe at school. Year 6 exit interviews conducted by the Governor demonstrated that the school gives the children opportunities to flourish at Kidmore End.

<p><b>Enable pupils to look after their social and emotional wellbeing and to develop resilience.</b></p>	<p>The school held a number of Well-being events throughout the year as well as provide a range of different opportunities in Music, sport, arts and academia for the children. Pupil Premium children receive ELSA support and some pupils are met on the playground at the start of the day. Parent and Pupil Questionnaire highlight that the school is safe and welcoming place and children are given opportunities to grow and develop resilience. The children and staff agreed to include Resilience in their new school values.</p>
<p><b>Access a wide range of opportunities to develop their knowledge and understanding of the world</b></p>	<p>The school introduced the Cornerstones Curriculum in 2021-2022 which is a skills based and knowledge based curriculum. The school also offered a rich variety of activities for the children and from the start of September provided all children with a rich and vibrant curriculum.</p>