

Kidmore End CE Primary School

Pupil Premium Strategy 2023-2024

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.

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 but do benefit from accommodation made.

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.

- A range of 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.
- 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 2023-2024 and 2022-2023 Review

Detail	Data (as of 18.09.23)
School name	Kidmore End CE Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	11 pupils 7%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	AUT 23
Date on which it will be reviewed	AUT24
Statement authorised by	Martina Parsons
Pupil premium lead	Martina Parsons
Governor / Trustee lead	Mrs June Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,670 (approx.)
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	£18,670 (approx..)

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
- 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 a range of data and observations. Class teachers will identify specific intervention and support for individual pupils which will be reviewed regularly for impact. Alongside academic support, it will be ensured 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	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health impact
3	Speech, language and communication
4	Attendance and punctuality & Parental Engagement
5	Access to wider opportunities

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 all pupils access the National Curriculum through a robust and well sequenced curriculum. Where appropriate children are able to access statutory testing.
Support for Families	To ensure families have access to school resources to ensure that pupils attend regularly and experience a wide range of opportunities (cost of living focus – cultural capital)
Reading, Writing and Mathematics	Achieve outcomes in-line with, or above, national average by the end of KS2.
Attendance	Ensure attendance of disadvantaged pupils is in-line with national average (pp) and aiming for school target of 97%
Progress in Phonics & Reading	Achieve or exceed PP national average progress scores in KS1 and KS2 Reading July 24
Progress in Writing	Achieve or exceed PP national average progress scores in KS2 Writing July 2024

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 (CPD and development of delegated leadership team)

Budgeted cost: £7500.00 (approx.)

Activity	Evidence that supports this approach (Evidence source: EEF toolkit)	Challenge number(s) addressed
Provision and support for PP children including tuition and group support and family support. £3,000	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. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1

	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	
Phonics & Reading £2,500	<p>Purchase of resources to ensure every Pupil Premium child has appropriate access to high quality texts and support materials in class (Rocket Phonics) Support accelerated progress in order to 'diminish the difference' and all children reach ARE.</p> <p>Resources provided to support strategies for reading including encouraging the children to read at home for pleasure and share texts with parents.</p> <p>High quality texts and questioning are used raising the standard of reading teaching. Whole class reading is consistent across classes and offer cultural capital to our PP children. All children will have access to quality texts broadening the genre of texts and widening and building their vocabulary.</p>	1,3
CPD on planning for a medium-term maths and reading & writing planning and follow up training with staff. £1500	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.	1
Connection, Communication & Interaction CPD (ongoing) £500	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 will ensure consistency and result in a positive impact on behaviour, behaviour for learning and attendance.	2,3

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

Budgeted cost: £7,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised assessment opportunities £2000	Diagnostic assessment through standardised assessment opportunities will be used to assess the best way to target support. (EEF) to identify needs.	1
Multiplication tables targeted interventions £1000	Small group tuition in Year 4 will be used as an effective intervention to target pupils' specific needs and prepare them for the MTC.	1

Small Group Tuition £1000	Diagnostic assessment through Target Tracker will be used to assess the best way to target support. (EEF) to identify needs. Intensive tuition in small groups will be provided to support lower attaining learners or those who are falling behind. (lowest 20%)	1,2,3
1:1 Reading and Maths Tuition £1000	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.	1,2,3
Targeted Small Group Interventions focusing on Reading and Writing Key Stage 2 (Catch UP) £1000	Deployment of experienced Teaching Assistants for intensive catch-up work for English from Years 3 to 6. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on outcomes.	1,2,3
1:1 Tuition -targeted support Year 3 £1000	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. This is likely to work hand in hand with SEN provisions.	1,2,3

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

Budgeted cost: £4100.00 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA -Mental Health support £400 ELSA Supervision £300	To provide a pastoral counselling and support to the most vulnerable pupils across the school. Home school liaison and promoting engagement with parents. Providing support and links to help support with pupils well-being. 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 to support children and their emotions, anxiety and attitudes to school and learning.	2,5
1:1 emotional support during transitions and dismissal/ lunch/soft start £2000	There will be targeted support, including, transitions at the start of the day and end of the day including focussed parental contact. 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. EEF evidence states that parental engagement has a positive impact on average of 4 months' additional progress.	2,5

Extra-Curricular Clubs and LAMDA Classes £400	<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>LAMDA; looking at texts and asking questions expands vocabulary, comprehension, expression and understanding of people, relationships and why we do things.</p>	5
Outdoor Education £1000	<p>The school will fund 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, socially and emotionally.</p> <p>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 will be in place. (SEL)</p> <p>Support for pupils to overcome challenges and experience success will be provided building on connection</p>	5

Total budgeted cost: £ 18,600.00 (approx.)

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.

2022-2023. KS2 data for all children at Kidmore End in Reading, Writing and Maths is just below the National Average. The results overall, however, do show that the Year 6 children have performed well against the targets set at the start of the year. The national average for Kidmore End, RWM, has dipped to 57% from 59% in 2022. (The school's RWM combined percentage in 2019 was 60%.) Children arriving to this cohort with no English and new to country having suffered trauma have had a significant impact on overall data, but their progress has been very good. These children are now speaking English with good fluency and we feel confident in sending them on with good skills to make a strong start at their secondary settings.

KS2 Progress Measures for Reading were - 0.3, Writing 0.9 and Maths 1.3 (whole cohort). Reading will be a key focus - whole class reading opportunities as well as a writing project for the coming academic year.

Attendance for Pupil Premium children was 94.19% (2022-2023) vs 91.35% achieved for this group last academic year (2021-2022) which demonstrates small but promising gains.

Objectives 2022-2023	Outcomes
Remove barriers to learning created by poverty, family circumstance and background	The school provided additional support for Ukrainian Refugees during the Summer Term and into the 22-23 academic year. 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. These costs, ultimately were largely covered by a Ukrainian Grant provided by the local OCC. Our financial planning allowed scope for a 'buffer' should these funds not be available. (OCC Funding arrived JUL 22 – allowing our 'buffer' allocation to offset other costs, as detailed below.) All pupil premium had access to free uniform, free clubs, free trips and free Residentials, this included school run activities and outside agencies and providers.
Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally	Throughout the year, pupil premium children have received targeted support. This has included focussed group work/daily readers Maths – Specialist training and support for Maths lead. English – Specialist training and support to deliver phonics across the school and how to develop, deliver and monitor specific intervention.
Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum	The school developed further their phonics and early reading offer by investing in additional training and resources for the Rocket Phonics programme. Additional support was given to the reading lead form a reading specialist. Coaching and monitoring has had a positive impact on consistency throughout the school. Early Reading and Phonics is a strength. Phonics – 89% in Year 1 and KS1 – 97% (cumulative with Yr 2 re-testing)
Develop confidence in their ability to communicate effectively in a wide range of contexts	PSHE curriculum – subscription. Ensured consistency and coverage across the school. Quality First teaching to develop and support confidence. LAMDA available at school.

<p>Enable pupils to look after their social and emotional wellbeing and to develop resilience.</p>	<p>ELSA support is available to all PP children, as a priority. The school held a number of school wide events during the year, providing a range of opportunities in Music, sport, and the Arts.</p>
<p>Access a wide range of opportunities to develop their knowledge and understanding of the world</p>	<p>The school worked to embed the Cornerstones Curriculum in 2021-2022 - a skills and knowledge-based curriculum. Further training and resources were required this academic year 2022-2023, to upskill teachers further. The school also offered a rich variety of activities (clubs) for the children and from the start of September providing all children with a rich and vibrant wider offer.</p>