



Pupil premium strategy statement

Kirkby and Great Broughton School

2024-25

This statement details our school's use of pupil premium 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	Kirkby and Great Broughton CE VA School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	11% (15 children)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	E McCormick (Headteacher)
Pupil premium lead	E McCormick
Governor lead	Sue Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23630 Pupil Premium
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	£23,630

Part A: Pupil premium strategy plan

Statement of intent

At Kirkby and Great Broughton school we want every child, irrespective of their background, to meet their full potential academically and personally and 'Shine like stars lighting up the sky'. As part of this year's plan we aim to improve challenge and high expectations for all in school, ensure any gaps that have arisen have been filled and to improve the personal development and well-being of our children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and challenge for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils.

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.

Our approach will be based on identifying gaps and putting into place actions early when required. All children will be challenged, including those that are disadvantaged and teachers will have a high expectation of every child.

Challenges

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

Challenge number	Detail of challenge
1	A higher percentage of disadvantaged children are not reaching age related expectations. This is particularly in the Year 3/ 4 class where some of the PP pupils are also SEN.
2	Some pupils emotional, spiritual, well-being, social needs affect children being in a position to able to make progress and their readiness to learn
3	Curriculum has been identified as not identifying core knowledge for these children
4	Disadvantaged pupils have less experiences outside of school. The curriculum needs adapting in order to provide enriching learning that will impact children's future life and support needs to be given to enable disadvantaged pupils to take a full part in extra curricular activities.

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
1	The gap is closing between PP pupils and their peers. Children get the support they need in a timely way	Assessments show good progress from starting points including those disadvantaged pupils with SEN.
2	Disadvantaged pupils are supported at lunch times and play times so that they are ready to learn. Emotion Coaching is effective in helping these children to regulate emotions	Pupil voice, monitoring and staff voice describe children being able to regulate emotions. Cpoms entries show fewer behaviour incidents. Specific targeted clubs at lunch times support children who need more structure EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategiesCurr
3	The curriculum is developed and is adapted to meet the needs of the children in the school	Pupil voice shows that children are remembering more. Clear stepping stones are evident from Nursery to Y6 Mastery in Maths is embedded . See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths-2-4 Little Wandle continues to be developed by updating and improving resources
4	All disadvantaged pupils take a full part in extra curricular activities	All, PP pupils in Y6 take part in residentials, Y3/4 children take part in swimming and all take part in school trips.

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: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional teaching assistant support for Y3/4 and for delivering interventions across the school	EEF Provide teaching assistant interventions (+4) £7000 plus £8500 for full financial yr. (Will support delivery of the below) Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1
Continue to update our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle)	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 and 3
As above- but provide extra resources (Teaching Assistant) for Key Stage 2 pupils who still need 'catch up'	Phonics Toolkit Strand Education Endowment Foundation EEF See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks	1 and 3

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the lowest 20% and those not reading at home have more 1-1 reading by employing trained TA	EEF Provide teacher assistant interventions (+4) Reading Mentor Role (release time) Funding with the above	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Wisdom of the Woods so that planning is in collaboration with the teacher and it is closely linked to the curriculum	EEF Improve social and emotional learning +4 by focusing and developing wellbeing and mental health £2,500	3,4
Develop the 'home link role' so parents have an opportunity to talk to someone outside of education re family etc	Improve social and emotional learning +4 by focusing and developing wellbeing and mental health Extra hours when needed for home school link £500	3, 2
Each subject focusing on engaging children by providing experiences that enrich the curriculum	Improve social and emotional learning +4 by focusing and developing wellbeing and mental health £1,000	3,4

Provide partially funded school trips for PP pupils	Allows PP pupils to participate fully in school visits £500	3,4
<i>Provide support for Service Child when need identified</i>	£500 set aside if required	3,4
<i>Employ MSA to provide 2 hrs of clubs focused on the PP pupils interest and those who dysregulate at lunch times</i>	Improve social and emotional learning +4 by focusing and developing wellbeing and mental health £1000	3, 2
<i>Upgrade equipment/areas for play</i>	£500	

Total budgeted cost: £23,500

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 2023 to 2024 academic year.	
Improved reading attainment among disadvantaged pupils.	<p>94% KS2 achieving EXS or above Progress score in reading 5.9</p> <p>57% of PP pupils achieving expected standard in Reading. 100% making expected progress</p>
Improve phonics attainment among disadvantaged pupils	<p>100% of pupils in Year 1 achieved expected standard in phonics screening.</p> <p>2 PP pupils in Year 2 also with EHCPs made good progress from start of the year</p>
To achieve and sustain improved reading for pleasure culture for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of pleasure from reading from 20/24 demonstrated by pupil and parent voice and was identified in Ofsted report May 23</p> <p>“Pupils are enthusiastic about reading and the insight it provides.”</p>
To develop aspects of the curriculum to ensure it is Engaging, Connected, Challenging and Self-fulfilling	<p>Children have the opportunity to take part in enrichment activities:</p> <p>In 23/24 Year</p> <ul style="list-style-type: none"> Wisdom of the Woods Visit to mosque Choir Visits and trips Swimming Well being warriors Anti Bullying Parliament Visits Drama production Theme Days

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.