

# Pupil premium strategy statement

Kirkby and Great Broughton School

2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 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 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	132
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022-23 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£18,990 Pupil Premium
Recovery premium funding allocation this academic year	£2000 Recovery for 22-23 (£1000 in 22-23 financial yr, £1000 in 23-24 Financial yr)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£19,990</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
<b>Tutoring</b>	£1782 Tutoring ( split over 2 financial yrs)

# 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 in 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, including those affected by Covid. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

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## Challenges

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

Challenge number	Detail of challenge
1	Phonics screening results in 2021-22 80%. Disadvantaged pupils generally have greater difficulties with phonics than their peers
2	Reading results in both KS1 and KS2 dipped in 2022 in comparison to mathematics and writing. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less support in homework and reading at home.
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

## 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
Improved reading attainment among disadvantaged pupils.	KS1 and 2 reading outcomes in 22/23 and 2024 show that more than 90% of disadvantaged pupils met the expected standard.
Improve phonics attainment among disadvantaged pupils	Phonics screening reading outcomes in 22/23 and 2024 show that all disadvantaged pupils met the expected standard and any disadvantaged retaking the phonics screening in Y2 pass or in the case of SEN achieve half.
To achieve and sustain improved reading for pleasure culture for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of pleasure from reading from 22/23 to 2024 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To develop aspects of the curriculum to ensure it is Engaging, Connected, Challenging and Self-fulfilling	Children have the opportunity to take part in enrichment activities.

## 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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to update our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
As above- but provide extra resources for Key Stage 2 pupils who still need 'catch up'	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Those children in Key Stage 2 who are still requiring phonics teaching are high priority)	1 and 2
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Reading	1

### 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
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Use RS standardised assessments that identify gaps and provide proven interventions for TA for catch up	EEF Provide teaching assistant interventions (+4) £3500	3
Ensure the lowest 20% and those not reading at home have more 1-1 reading Develop a Reading mentor role Increase capacity to teach phonics where required on Y3/4 and to	EEF Provide teacher assistant interventions (+4) Reading Mentor Role £3500	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Provide 1-1 and small group tutoring using tutoring grant	EEF small group tutoring +4 months	Identified PP and SEN children and those still affected by Covid

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a plan for Wisdom of the woods to enrich the curriculum	EEF Improve social and emotional learning +4 by focusing and developing wellbeing and mental health 2,500	4
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	4

Provide opportunities for school funded music lessons for 1 year group (inc PP pupils)	Improve social and emotional learning +4 by focusing and developing wellbeing and mental health 1000	4
Provide partially funded school trips for PP pupils	Allows PP pupils to participate fully in school visits £500	4
<i>Provide support for Service Child when need identified</i>	500 set aside if required	4

**Total budgeted cost: £ 19500**

## 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>Standardised testing allowed us to target individuals with interventions and fill gaps Internal data suggests that 86% of children are on track or more to meet their target in reading (an increase from 72%) , In writing this figure is now 88% (an increase in from 82.6%) and 90% in mathematics (an increase from 80%)</p> <p>End of year data: <b>% of Children EXP + in Reading Writing and Mathematics 76% (national average 59%)</b></p> <p>LC/JR joined reding mentors meaning PP pupils and lowest 20% being read with very regularly in school (4x a week)</p> <p>PSHE scheme (SCARF) purchased. Release time for PSHE lead. DFE funded 'Mental Health Lead' taken up Staff have been released to attend Swaledale Alliance training (Art, History, Geography, Science)</p> <p>Staff trained and NELI underway with 3 x SEN 2x PP</p> <p>School Led tutoring began March 2022. Impact: 3x PP pupils 4x SEN pupils . Internal data suggested All made accelerated progress in this time</p> <p>Phonic intervention summer priority</p> <p>Wisdom of the Woods- each year has had half a day. (use of sports premium)</p> <p>CPOMS Purchased and all staff trained meaning safeguarding and reporting of concerns is more efficient and effective</p>
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### 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.*