

Pupil premium strategy statement

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	122
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
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	£ 18,450
Recovery premium funding allocation this academic year	£ 2,000
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	£20,450 + School based tutoring £1215

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. 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.

Challenges

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

Challenge number	Detail of challenge
1	Progress in writing and mathematics is not strong from KS1 into Key stage 2. This is evident in external data and although improving, in internal data also. Phonics results, an early reading review and internal assessment show that a systematic phonics system is required to ensure the lowest 20%, some of whom are disadvantaged achieve their potential/
2	Observations and pupil discussions suggest that children who are disadvantaged needs development in growth mindset and metacognition and there needs to be challenge for all in order for children to meet their full potential

3	Our assessments and observations and parents feedback indicate that the education and wellbeing of pupils have been impacted by partial school closures. This includes specific oral language gaps.
4	There is an increased level of anxiety amongst the children on return to school. This is evidenced in parent feedback and monitoring behaviour. 20% of our disadvantaged pupils have been referred to Early Help since lockdown.
5	Parents view, a review of the curriculum and work with staff on the curriculum and its intent show that the curriculum needs developing in order to ensure all children, including disadvantaged pupils have the skills and knowledge they need for the outside world.

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
All pupil premium pupils are making effective progress towards their FFT target in writing and mathematics	100% of PP pupils are on track
Gaps have reduced between disadvantaged and non-disadvantaged. Attainment in phonics has improved	In assessments 100% of PP pupils are meeting their target including in the phonics screening. Other than SEN pupils all children are meeting national phonics standard
Improved challenge, metacognition and growth mindset	Observations show that disadvantaged pupils are challenging themselves and are showing more perseverance. The number of children working at greater depth has increased.
Levels of anxiety reduced	Parent and pupil voice report this
Curriculum develops cultural capital	Parent questionnaire reports improvement in range of experiences. Disadvantaged pupil numbers taking up extra curricular activities has improved Children have

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: £10,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Purchase of standardised diagnostic assessments. (RM assessments)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2,
<p>Purchase of Little Wandle- a DFE validated scheme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Improving phonics teaching and reading with the lowest 20% in EYFS, KS1 and lower KS2 +5</p>	1,3
<p><i>Enhancement of CPD for staff on greater depth teaching, challenge, Writing for effect, challenge in mathematics</i></p> <p><i>We will fund and support for leaders visiting other schools and coaching within the school</i></p>	<p>Staff CPD- Wide understanding the Quality First teaching is key to improving progress and attainment</p>	1,3
<p>Improve the quality of PSHE learning including Social and Emotional</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4,5

<p><i>We will develop a programme of enrichment activities to improve diversity and experiences .</i></p> <p><i>We will provide CPD for middle leaders</i></p>	<p>The curriculum needs developing in order to ensure all children, including disadvantaged pupils have the skills and knowledge they need for the outside world.</p>	<p>3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release staff for training on NELI intervention</p>	<p>EEF Provide oral language interventions for disadvantaged pupils identified as having language and oral gaps in their learning (Neli) +6</p>	<p>3</p>
<p>Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. Some of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one</p> <p>EEF Provide 1-1/small group tuition for those identified +5 using school led tutoring grant</p>	<p>1,3</p>
<p>Use RS standardised assessments that identify gaps and provide proven interventions for TA</p>	<p>EEF Provide teacher assistant interventions (+4)</p>	<p>3</p>
<p><i>Increase capacity to teach phonics where required on Y3/4 and to ensure the lowest 20% have more 1-1 reading</i></p> <p><i>Develop a Reading mentor role</i></p>	<p>EEF Provide teacher assistant interventions (+4)</p>	<p>3</p>

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a plan for Well being days for children including , Yoga, outdoor learning. Training children to be 'Well being Warriors'	EEF Improve social and emotional learning +4 by focusing and developing wellbeing and mental health	4
Whole staff training on growth mindset, metacognition and challenge approaches with the aim of developing our school ethos and improving learning behaviours across school.	EEF: Both targeted interventions and universal approaches can have positive overall effects:	2
Purchase CPOMS-tracking system	Safeguarding and tracking potentially vulnerable pupils is of national importance	3,4

Total budgeted cost: £ 21,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that in the small number of disadvantaged pupils, there was a mixture of children who were progressing well and attaining well and some children who were not. Our assessment of the reasons for these points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. Children were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

All disadvantaged pupils were offered the opportunity to come into school when possible. Whilst 20% of these took up the offer full time, the remaining were either part time or not at all. This identifies why there are specific gaps with some pupils and reasons why we have put actions into this year's plan.

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