



Pupil premium strategy statement

Kirkby and Great Broughton School

2023-24

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	10.4%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£17,480 Pupil Premium
Recovery premium funding allocation this academic year	£1000 in 23-24 Financial yr
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	£18,480

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 achievers.

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	Key Stage 1 results are below National. This year group (Current Year 3 class) have high number of PP and SEN
2	Pupils emotional, spiritual, well-being, social needs can affect children being able to make progress and their readiness to learn. The proportion of incidents reported on CPOMS is higher for PP pupils than none PP pupils
3	Curriculum identified as not identifying core knowledge for these children
4	Disadvantaged pupils have less experiences outside of school. The curriculum needs adapting 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
Pupil premium pupils make accelerated progress to close gaps	Improved reading attainment among disadvantaged pupils and across the curriculum in Year 3
<p>Children are clear of key knowledge and vocabulary gained throughout the curriculum and they can relate this to previous learning Core knowledge identified</p> <p>Maths Hub</p>	<p>Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery. 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-24</p>
Well Being and Spiritual development is developing within the school. There is a continued drive to ensure safeguarding and well being of these pupils is of the highest standard	<p>EEF Guidance used 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</p>
Children in EYFS and KS1 have deeper understanding of basic mathematics, ensuring they have this depth of knowledge as they enter KS2	Mastery in Mathematics used effectively across KS1
All PP And vulnerable pupils have equal opportunities to take part in enrichment activities	PP take part in trips and extra curricular 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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund additional staff to support class teacher in classes where there are PP pupils	EEF Provide teaching assistant interventions (+4)	1,3
Continue to update our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle) provide extra resources and TA for Key Stage 2 pupils who still need 'catch up'	Phonics Toolkit Strand Education Endowment Foundation EEF Those children in Key Stage 2 who are still requiring phonics teaching are high priority)	1
Release staff to be trained in Mastery in Number and specialised curriculum areas	EEF- Review in Early Years and KS1 mathematics EEF Mastery level (+5)	1,3

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use RS standardised assessments that identify gaps and provide proven interventions for TA for catch up	EEF Provide teaching assistant interventions (+4) £3500 EeF Review on standardised measures of assessment	1

Provide training for In-sight system to track curriculum areas	Gaps identified to ensure focussed interventions	1
Ensure the lowest 20% and those not reading at home have more 1-1 reading	EEF Provide teacher assistant interventions (+4) £4500	1
Provide 1-1 and small group tutoring – keep up strategies	EEF small group tutoring +4 months Include as above	1

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use 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	2, 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	2,4
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	2,4
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
<i>Release DDSLs for regular meetings and provide further training for staff in use of Cpoms, and dealing with incidents</i>	Fulfilling requirements of KCSIE	2

Total budgeted cost: £18500

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.	
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.