

Kirkdale, St Lawrence CE VA Primary School



Together, with God in our heart, the path to our dreams will start.

Pupil Premium Strategy 2022-25

Hope ✝ Thankfulness ✝ Trust ✝ Compassion ✝ Courage

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	45.19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jo Campbell
Pupil premium lead	Emma Cottom
Governor / Trustee lead	Bernie Irwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,636
Recovery premium funding allocation this academic year	£38,190
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£201,826

Part A: Pupil premium strategy plan

Statement of intent

As our school vision states we want ALL children to flourish academically, personally and spiritually:

"We are the Kirkdale, St Lawrence CE family. We are a nurturing, safe, inclusive school, the anchor of our diverse community. Through God's love, we support everyone to flourish spiritually, academically and personally: this is our heartbeat. All are valued for who they are and what they could become." SCHOOL VISION

It is our intention that our disadvantaged children are supported as "a whole child"; that their social and emotional development is prioritised in the first instance so that they acquire the tools they need to be "ready" to learn and make progress. We aspire for all of our disadvantaged children make swift progress in their learning in order to close the gap in attainment between themselves and their non-disadvantaged peers.

Our strategy supports this by using some funding to invest in support for the social and emotional wellbeing of our children. Their academic progress is then accelerated through two key principles:

- ✓ High quality teaching
- ✓ Targeted academic support

This strategy supports these principles through funding more adult support in class rooms so on-the-spot effective intervention can be made, so gaps are closed quickly and through the funding of high-quality staff development activities to ensure that provision for all our children is excellent.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry. Communication and Language for children entering in both Nursery and Reception is significantly below age related expectations in most cases. Assessments, observations and pupil voice demonstrate that children start Kirkdale, St Lawrence with underdeveloped vocabulary skills particularly low tier 2 and 3 vocabulary. This is true for all classes from Nursery – Y6.
2	Levels of social and emotional development has always been an issue on entry but is now being seen more widely throughout the school due to the impact of the Covid school closures. Behaviours for learning in certain year groups is not in-line with age related expectations
3	Attendance. Persistent absenteeism has a significant impact on the progress and outcomes of children in this category. 60% of children categorised as PA are also PP. On average only 35% of PA children are working at age related expectations
4	Lower attainment in key skills due to disrupted learning during Covid 19 school closures. PP children engaged in virtual learning less than their peers and this has impacted on
5	Pupil voice demonstrates how children have a lack of enrichment and life experiences outside of school, this has an impact on children's ability to relate learning to real life experiences
6	Cost of living crisis forcing more of our families into significant poverty. Through safeguarding records and pupil voice it is evident that more children do not have enough food/warmth at home. Many of our families live in substandard accommodation with rodent infestations being common place.

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 engagement and attainment for disadvantaged children	The gap between school PP and NonPP pupils has diminished by the end of KS2. PP children make at least national average progress scores by the end of KS2
Improved writing attainment for disadvantaged pupils at the end of KS2	The gap between school PP and NonPP pupils has diminished by the end of KS2. PP children make at least national average progress scores by the end of KS2
Improved mathematical attainment for disadvantaged pupils at the end of KS2	The gap between school PP and NonPP pupils has diminished by the end of KS2. PP children make at least national average progress scores by the end of KS2
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This evidence includes engagement in lessons, books scrutiny and ongoing formative assessment
Reduction in social and emotional barriers to learning and improved wellbeing for all pupils in our school.	Number of fixed term exclusions reduced and a reduction in behavioural incidents requiring SLT involvement. The schools Behaviour and Relationship Policy is consistently applied and understood by the whole school community Qualitive data from pupil voice, CPOMS records, parents' surveys, learning mentor feedback and teacher observations show that children's social, emotional and mental health needs are being met.
Improved attendance for our disadvantaged children	The percentage of disadvantage children who are PA is in-line or less than the national average for PA children.

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: £44,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed to reduce class sizes in lower KS2 allowing in the moment intervention £31,750	Feedback on the EEF teaching and learning toolkit shows that this can have a positive impact of 6 months in closing the learning gap. Feedback EEF (educationendowmentfoundation.org.uk) Using the same Toolkit, smaller class sizes are proven to give an additional two months for progress Reducing class size EEF (educationendowmentfoundation.org.uk)	2 and 4
Staff updated CPD: - Talk4writing - Wellcomm	Talk4writing uses oral practice to impact positively on writing. There is a strong evidence base that suggests oral language interventions, including inclusive / dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Welcomm is a language intervention with a proven record of success in supporting children with delayed language skills which can lead to under-performance later in life; many primary school children have unidentified speech and language difficulties. This is proven to have a high impact on pupil outcomes	1,2, and 4

<p>- Reception, Y1, Y2, mastering number course</p> <p>- Maths mastery (maths hub)</p> <p>- Little Wandle phonics programme</p> <p>£10 000</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Quality teaching of systematic synthetic phonics has a positive impact overall (+5moths) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole school training on high-quality trauma informed approaches to relationships to improve social and emotional learning</p> <p>£3000</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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>2 and 4</p>

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

Budgeted cost: £92 473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part time teacher to deliver small group catch up program in reading and writing £17, 473</p> <p>Two Additional Learning Support Assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress. £35 000</p> <p>Appointment of HLTA will provide high quality group intervention and teacher release to work with small groups so all children have quality first teaching £25 000</p> <p>Additional hours given to support staff to support learning groups/ small interventions without disruption for preparation etc. £11, 200</p>	<p>This small group work has an average impact of adding four months progress across the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>The impact of a highly trained support staff member of staff is high and evidenced here: https://eric.ed.gov/?id=ED502436</p> <p>Allowing support staff to be in class more often ensures more in the moment feedback and intervention. This is proven to be highly impactful Feedback EEF (educationendowmentfoundation.org.uk)</p>	1,2, and 4

Hope ✚ Thankfulness ✚ Trust ✚ Compassion ✚ Courage

To develop an online school home reading school to develop a love of reading and improve comprehension £3800	Reading at home can have huge benefits for students of all ages. Encouraging families to engage in books with their children will help them become not only better readers, but life-long readers as well	
---	---	--

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

Budgeted cost: £ 64 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Officer who's role is primarily to support good attendance but also pastoral. This will build capacity in the team to implement Attendance Management Plan and allow for attendance interventions to take place £25 400	Significant body of evidence to prove that outcomes and life long chances improve with good school attendance https://d2tic+wwoliusb.cloudfront.net/documents/pages/Attendance-RFA-report.pdf?v=1670319076	3
Supporting children through the cost of living crisis to lessen the adverse affects of child poverty by: <ul style="list-style-type: none"> - Providing an unlimited FREE breakfast club (and breakfast bars for children who miss it) - Providing bespoke support as needed and on a case by case basis eg. Bedding, food hampers - Providing school uniform/sports 	Not having the basic essentials such as warmth, appropriate housing and food will detrimentally impact the "readiness" to learn of all children https://link.springer.com/article/10.1007/s11205-011-9867-9	6

Hope ✚ Thankfulness ✚ Trust ✚ Compassion ✚ Courage

<p>supplies to families who can't afford to buy it</p> <ul style="list-style-type: none"> - Supporting families to access all financial/housing support available to them - Paying for school meals for families on very low incomes <p>£7 000</p>		
<p>Engage with programs that will support and develop the social and emotional development of children who have been adversely affected in this area by the pandemic and their disadvantage:</p> <p>UK Military School £7000</p> <p>Peace Foundation £3000</p> <p>Interschool activity competitions £2000 (transport)</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. These activities give on average accelerated progress of 4 months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
<p>Enrichment activities such as Subsidised school trips and residential trips used to broaden horizons and give children aspiration.</p> <ul style="list-style-type: none"> - Trip to London Y5 and Y6 subsidised <p>£5 000</p>	<p>Assessments and observations in schools similar to ours indicate that curriculum enrichments add to engagement in lessons and recall related to the children knowing and remembering more.</p> <p>Children will have life experiences beyond what they would without this funding.</p>	5

<ul style="list-style-type: none"> - Buses for 2 x "wow" learning enrichments for each year group <p>£400 x 16</p> <p>£6 400</p> <ul style="list-style-type: none"> - Transport to watch live musical performances <p>£800</p> <p>Visitors/workshops/theatre companies eg Antibullying workshops, Get away and Get safe project,</p> <p>£8 000</p>		
--	--	--

Total budgeted cost:

£44,750

£92 473

£ 64 600

£201 823

Hope ✝ Thankfulness ✝ Trust ✝ Compassion ✝ Courage

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-22 KS2 performance:	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
Reading	57%	62%	Broadly in-line
Writing	57%	55%	Broadly in-line
Maths	58%	56%	Broadly in-line

Kirkdale, St Lawrence disadvantaged children performed in-line with similar children nationally by the end of KS2. This shows that the previous pp strategy was successful in ensuring that our children kept up with similar children to them. However, the gap between our disadvantaged children and non disadvantaged children is still evident and needs to be closed further

2021-22 KSI performance:	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
Reading	36%	51%	Below
Writing	29%	41%	Below
Maths	64%	52%	Above

Attainment for our disadvantaged children in KSI in English is below that of disadvantaged children nationally. This shows the impact of this cohort missing large chunks of their early years education and the impact of delayed communication and language because of this. These children are now being targeted in KS2 for swift progress in English

2021-22 Phonics screening check	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
Phonics (Y1)	65%	62%	Broadly in-line

The phonics screening check shows that our disadvantaged children performed in a similar way to their similar children nationally.