

## 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	Kirkdale, St. Lawrence CE VA Primary School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J. Forshaw
Pupil premium lead	K. Johnston
Governor	Rev. Capt. M. Griffin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,430
Recovery premium funding allocation this academic year	£21,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</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>£156,730</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Significant numbers of pupils are identified as having social, emotional and behavioural needs or issues, this has been particularly apparent due to the lack of structure, and enrichment opportunities during school closures due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

The school intention is that all pupils, irrespective of background or any challenge they may be required to face, will make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers (and above average).

The school considers the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. Key to this is providing high-quality teaching 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 non-disadvantaged pupils in our school. Through implicit intended outcomes detailed below in this document, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our PP strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Pupils' poor development of oral language and vocabulary skills show gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and are more prevalent among disadvantaged pupils in these classes than their peers.
2	Teacher referrals for support have increased during the pandemic, especially for those classed as disadvantaged. Currently requirement for additional support with social and emotional needs. Many receive small group interventions.

3	There are significant knowledge gaps, especially in the acquisition of basic skills in reading, writing and mathematics thus leading to pupils falling further behind age-related expectations.
4	In phonics, there are more significant difficulties for disadvantaged pupils than their peers. This negatively impacts their development as readers.
5	There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading.
6	There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Writing.
7	The education and wellbeing of many of our disadvantaged pupils have been impacted by significantly higher levels of social deprivation within the catchment area. This has impacted upon children's readiness to learn and general wellbeing.
8	Data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Significant numbers of disadvantaged pupils in school have been 'persistently absent' compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils' progress.

### 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 oral language skills and vocabulary among disadvantaged pupils across all key stages.	Evidence indicates significantly improved oral language among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Increased evidence of individuals demonstrating calm and thoughtful behaviours, through the use of learning strategies and techniques to manage emotions effectively.
Improved progress in basic skills, knowledge & understanding in reading, writing and maths, leading to improved attainment among disadvantaged pupils.	Pupil can successfully access and engage with all elements of the curriculum; making progress in each. School tracking and ongoing formative assessment shows pupils make progress
Improved phonics knowledge and reading attainment among disadvantaged pupils.	Significant improvement in KS1/KS2 phonics and reading outcomes in 2023/24.
Improved reading attainment among disadvantaged pupils.	Significant improvement in KS2 reading outcomes in 2023/24.
Improved writing attainment among disadvantaged pupils.	Significant improvement in KS2 writing outcomes in 2023/24.
Improved Mathematics attainment among disadvantaged pupils.	Significant improvement in KS2 Maths outcomes in 2023/24.
Children and their families have access to resources or support required to ensure pupils have a readiness to learn and their general wellbeing is suitable for learning.	Disadvantaged children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Barriers to learning are removed or significantly reduced.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by:

	<ul style="list-style-type: none"> <li>• reducing the overall absence rate for all pupils.</li> <li>• Closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
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### 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: £ 61,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour: School training how to support most vulnerable children with SEMH (positive behaviour targets) training via Ed Psych and in-house development of staff skills defuse and de-escalate	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/behaviour</a> There is strong evidence to suggest that knowing and understanding the pupils will inform effective responses to support them in developing positive behaviours. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit/behaviour-interventions</a> Both targeted interventions approach positive overall effects (+ 4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> The potential impact of metacognition and self-regulation approaches is higher (+7 months) Whole school approach, the targeted pupils and the wider cohort will be supported and ready to engage in learning	2       7
Embed PHSE Curriculum, manage their emotions and develop positive relationships	Evidence links childhood social/ emotional skills with improved behaviours and outcomes at school; in later life (improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit/metacognition-and-self-regulation">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	2    7
Purchase DfE validated Systematic Synthetic Phonics programme (Little Wandle) all pupils.	Phonics approaches show strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit</a>	1 3 4 5 6
Enhancement of our maths teaching curriculum planning in line with DfE and EEF guidance. We fund teacher time to access Maths Hub resources and CPD (including Teaching for Mastery training).	DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, this is evidence-based approaches: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612343/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a> EEF guidance is based on a range of the best available evidence <a href="#">Improving Mathematics in Key Stages 2 and 3</a> <a href="#">DFE prioritisation and ready to progress documents</a>	3

To implement quality text based curriculum to engage disadvantaged pupils and to raise standards in literacy. (Ties in with NPQSL course with staff leading through Inspire Teaching Hub)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/ guidance/ reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/ guidance/ reports/literacy-ks2</a> Recommendation 2 and 3 from this guidance supports the schools focus on developing fluent, confident readers by carefully selecting texts to support the teaching of these strategies. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning-toolkit/reading-comprehension-strategies</a> Reading comprehension strategies have a high impact on average assessment of pupils (+4- 6 months). Phonics is a crucial component of early reading instruction with the above.	1 3 5 6
Skills of subject leaders to track and monitor the quality of teaching within their curriculum area.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/ guidance/ reports/ effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/ guidance/ reports/ effective-professional-development</a> High quality teaching is pivotal in improving children's outcomes. Research informs us that high quality teaching can narrow the disadvantage gap.	1 3 4 5 6

### Targeted academic support

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

Budget cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutoring programme for pupils with gaps in education. (Impact of Pandemic).	<a href="https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/small-group-tuition</a> Tuition impact of additional progress over the course of time. <a href="https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/one-to-one-tuition</a> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (small groups)	2 3 4 5 6
Movers, Wellcomm and Urley programmes in EYFS and KS1 (improve language and Communication skills for disadvantage pupils with low spoken language skills).	Movers, WellComm and Urley toolkits quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention. <a href="https://educationendowmentfoundation.org.uk/education/ evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education/ evidence/teaching-learning-toolkit</a> <i>Oral language interventions can have a positive impact on language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</i>	1

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

Budgeted cost: £ 23,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for all children and those with SEMH ( <i>improve resilience, readiness to learn and general wellbeing</i> )	Teach healthy coping strategies in early education (urgent focus). By teaching children at a young age we are developing invaluable skills for life. (Supporting emotional development). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2  7
Embed good practice set out in the DfE's Improving School Attendance	Embed principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Project via network.	1 2 3 4 5 6 7 8
Peace foundation to target work on individual pupils and class project	The peace foundation work to encourage and support pupils to improve attitudes to school and self-confidence. Other benefits including health and well-being.	2  7

Total Budget £156,730