

# 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	Kirklevington Primary
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	22/09/21
Date on which it will be reviewed	September 2022
Statement authorised by	J Lewis
Pupil premium lead	J Lewis
Governor / Trustee lead	I Robertson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,690
Recovery premium funding allocation this academic year	£2,000
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	£10,690

# Part A: Pupil premium strategy plan

## Statement of intent

At Kirklevington Primary School, we have a strong desire to improve both educational and personal outcomes for all of our pupils. We want the school to empower children to improve their own lives and the lives of those around them. Working with our families, we will continually strive to remove the barriers to success and fear of failure. We will provide a culture of mutual respect and acceptance with children moving onto the next step in their education with the skills and values needed to achieve.

We have a very small number of children entitled to PP funding. We ensure they are not identified to the other children within the class. We believe in providing the best possible opportunities for all. We monitor the attendance of all pupils.

Our pupil premium strategy aims to identify the needs of the children at our school and to plan how we will ensure every child achieves. Developing effective communication skills and a sophisticated vocabulary is critical to improving the life chances of our children. We want all children to have access to the materials they need to achieve. We want children to be emotionally ready to learn and to have high self-esteem developed through educational accomplishments.

We aim to do this through curriculum opportunities, excellent teaching, targeted interventions and considering the wider barriers children may face towards their education.

## Challenges

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

Challenge number	Detail of challenge
1	Communication, speech and language skills
2	Access to educational resources and materials
3	Self-esteem and emotional welfare
4	Extra-curricular opportunities

## 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
The teaching of vocabulary is central to lessons.	Teachers identify and teach children vocabulary that enables children to express their ideas effectively and develops their
Teaching will develop speech and language capabilities. Children will have opportunities to develop speaking and listening skills, their confidence and ability to speak effectively aloud.	PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future. Speech and language skills are developed in lessons with opportunities to practice and refine speaking aloud. The curriculum will support the development of speech and language.
Targeted interventions support children to achieve in reading, writing and maths.	Children are supported to achieve in all subjects and receive targeted interventions as needed.
Children will have the resources they need to learn.	Communication and relationships with parents is supportive and effective in identifying if children need resources for school, home learning or uniform.
Targeted interventions are aimed at children with emotional health and well-being needs.	The curriculum will support children's well-being. Staff identify children who need additional support and know ways to help, including through outside agencies.
Children are offered a wide range of extra- curricular activities.	Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made available to children at no/low costs
The £2000 recovery premium is targeted at children who need additional support to 'catch up' post-covid.	Assessment identifies children who need additional support and teaching and interventions support those children to make progress.

## 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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff and – Phonics training and Little Wandle package and resources	Validated phonics programme. EEF – Communication and language approaches delivered by staff deliver high impact up to 6 months for low cost. Children on entry presenting with poor speech and language skills.	1, 2
To develop speech and language resources in EYFS, with a high focus on developing vocabulary.	Collaborative learning strategies used to develop confidence, clear feedback given about speaking and listening and individualised instructions used to support less confident pupils. Encouraging pupils to think about their own learning is also an effective strategy. – EEF moderate to high impact.	1, 2

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards teaching of one to one and targeted group support for children who need it.	Specific interventions in place	1, 2, 3
Contribution towards Psychology services including Educational psychologist to work with individuals, groups	EEF - attitudes, skills and behaviours – such as self-control, confidence, and social skills are	3

and parents as appropriate	thought to underpin success in school and beyond	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 1,190

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extra-curricular opportunities targeted at PP children including after-school clubs, subsidised trips, uniform requirements, music tuition	Sport can improve mental health, confidence, social skills and resilience, which can then affect attainment and well-being. Opportunities to be part of a group.	2, 3, 4

**Total budgeted cost: £ 10, 690**

## 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.

Bug Club e-reading scheme provided children with access to reading books remotely. This supported children self-isolating and enabled teachers to keep track of progress in reading. This had a positive impact shown in our end of year internal reading assessment.

SENDCO continued to refer children needing additional support to services, maintaining support for children requiring it.

PSHE curriculum focus on mental health and well-being with resources purchased to support the teaching of lessons.

CPD for staff within Trust schools to enhance curriculum offer in Maths and Writing – impact will be seen over time.

Seesaw enabled remote learning to take place, maintaining a focus on learning for children working remotely.

### 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
Remote learning package	Seesaw
Bug Club	Pearsons

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*