

Pupil premium strategy statement - Kirklevington Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	9.7
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Louise Peacock
Pupil premium lead	Louise Peacock
Governor / Trustee lead	Pat Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21640
Pupil 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>	£21640

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 using our intent of **Be Ready, Be Respectful, Be Safe**.

Working with our families, we will continually strive to remove all barriers to success. Our staff have high expectations for all pupils and a determination to provide each pupil with an engaging curriculum, Quality First Teaching and the resources they need in order to achieve their best. Kirklevington Primary provides 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 identifiable to the other children within our school. 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 Kirklevington Primary School and to plan how we will ensure every child achieves. We believe that:

- Developing effective communication skills and a sophisticated vocabulary is critical to improving the life chances of our disadvantaged children.
- Our disadvantaged children should have access to the materials they need to achieve.
- Our disadvantaged children should be taught to be emotionally ready to learn and to have high self-esteem developed through educational accomplishments.
- Barriers to attending school and to learning should be removed: All pupil premium families should be supported to ensure children attend school as is their right (UNCRC article 28) and reach their full potential.

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	Attendance
2	Oracy/Communication, Speech & Language Skills
3	Academic progress
4	Well-being and self-esteem
5	Enhance opportunities – cultural capital

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 levels of attendance, ensuring that disadvantaged children are able to take advantage of the opportunities on offer in school.	<ul style="list-style-type: none"> Attendance of disadvantaged children will match or exceed that of their non-disadvantaged peers. Attendance of disadvantaged children to exceed 95%.
Improve oracy skills and language acquisition: Children will have increased exposure to higher level vocabulary, plus increased opportunities to develop & improve their speech and language skills.	<p>PP children have increased confidence to communicate effectively – expressing their ideas and developing their knowledge.</p> <p>Speech & language skills are developed across the curriculum to provide them with the life skills for the future.</p>
Targeted interventions support PP children to achieve in reading, writing and maths.	Children are supported to achieve in all core subjects and receive targeted interventions as required – writing is prioritised.
To provide support for the mental health and well-being of disadvantaged children.	To provide strategies for children to think and talk about their own mental health and wellbeing and where to find appropriate support, e.g. Thrive Practitioners in school.
Enhance cultural capital offer for children.	Through a deliberate programme of planned activities/excursions/visits/residential trips/community outreach/uniforms, etc.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To close the gaps in attainment and progress for disadvantaged children across the curriculum.	EEF evidence shows an impact of +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Staff CPD to keep them up-to-date, including vocabulary, oracy and Phonics training using Little Wandle package and resources.	Validated phonics programme Evident through TA appraisal cycle 2023-24 that CPD was desirable and through school-wide discussion of the need for this. EEF – Communication and language approaches delivered by staff deliver high impact of +7mths for low cost. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	2,3
CPD for Licensed Thrive Practitioners and other staff to support the emotional well-being of our pupils.	Research suggests that using the Thrive Approach will: <ul style="list-style-type: none"> • Help children and young people to regulate their own behaviour and learn about their emotions. • Improve attendance and achievement levels by helping children and young people to engage with education. • Strengthen links with parents and carers by offering Family Thrive courses to ensure a joined-up approach to supporting children and young people’s emotional and social needs. https://www.thriveapproach.com/	4, 1, 3

<p>Contribution to the overall cost of the Education Psychologist.</p> <p>Vulnerable pupils monitored by SENDCo and SLT termly (through improved tracking system). Timely programs using expert advice can be followed within school raising the rate of progress for these children and diminish the difference between themselves and their peers.</p>	<p>EEF – attitudes, skills and behaviours – such as self-control, confidence and social skills are thought to underpin success in school and beyond.</p> <p>Education Psychologist sessions being accessed, providing detailed reports and recommendations for best practice.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase our number of licensed practitioners within the school from 1 to 3 to support and improve the emotional development of all pupils, including pupil premium children.</p> <p>Thrive Practitioners to work with teachers and pupils identifying needs and strategies to support.</p>	<p>Research evidences that the Thrive Approach helps children to regulate their behaviour and emotions: improves attendance and achievement; and strengthens family links.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 3, 4</p>

To upskill practice across the school		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment opportunities to children, particularly disadvantaged, to enhance learning in the classroom.	Financial support to ensure children are able to attend enrichment opportunities beyond the classroom, including school trips, performing arts, sporting events and clubs. An enriched offer will improve attendance of pupils, particularly those who are disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 1
Purchase additional resources to support the Thrive Approach in school.	EEF (+4months SEL) - Effects tend to be slightly higher on literacy (+4mths) outcomes than on mathematics (+3mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 1, 2, 3, 4
Refer children to Play Therapy for more complex emotional needs	EEF +4mths: Social and emotional learning (SEL) 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.	5, 1, 2, 3, 4

Total budgeted cost: £ 21640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for pupil premium (PP) children across all year groups in reading, writing and maths were very positive, and the majority were above national.

July 2024 Data Expected +	Reading	Writing	Maths
Y6 (2 pupils)	50%	50%	50%
KS1	100%	100%	100%
KS2	82%	73%	82%
Whole-school	87%	75%	87%

Pupils were more engaged in their learning and had greater confidence as a result of interventions and initiatives in place. Extra support, in addition to routine phonics teaching was delivered to Year 1 and 2 with 1:1 phonics interventions delivered by qualified teachers. Little Wandle Phonics intervention has ensured strong outcomes at Phonics Screening Check.

Vocabulary development is a key part of the curriculum and children are exposed to consider word choices and more opportunities to develop oracy

Access to the school's Play Therapist has allowed a number of PP children to access therapeutic and emotional wellbeing support. Feedback from parents and carers shows that these sessions have been very well received.

SENDCo continued to refer children needing additional support to services, maintaining support for children requiring it. We have a trained Thrive Practitioner, who has delivered training and support to teachers and teaching assistants.

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

Attendance for our pupil premium children was lower than for non-PP children and support was put in place to help improve this, such as breakfast club and regular support meetings with parents. This has continued to be an area of focus this year (2024/25) following the introduction of the DfE guidance - *Working Together to Improve School Attendance*.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Home School Communication	Tapestry & SeeSaw
Little Wandle	Collins
Spelling Shed	EdShed
Times Table Rockstars	Maths Circle
LetterJoin	Green & Tempest Ltd

