



# Pupil premium strategy statement – Kirklevington Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	13.12.24
Date on which it will be reviewed	12.12.24
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	£14800
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£14800

## 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 children.
- All children should have access to the materials they need to achieve.
- All 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 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 – a targeted group are impacting upon whole-school persistent absenteeism
2	Oral language – Internal moderation demonstrates that fluently of writing could be improved through oral rehearsal and increased language acquisition
3	Spelling – Moderation highlighted age-related spelling rules not consistently applied
4	Writing – Assessments showed under performance in key year groups (current KS1 and upper KS2)
5	SEMH – Findings show that our PP children sometimes require additional support with the SEMH through approaches: Thrive, Drawing and Talking or sometimes, Play Therapy
6	Providing school uniform repeatedly throughout the year (next sizes)

## 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 attendance of all pupil premium children.	All pupil premium children to be in-line with or above national attendance data
To improve oracy skills and language acquisition.	Children to be aware of how they can increase their knowledge and use of a range of vocabulary in the classroom. Use pupil voice to show that children are becoming more articulate in discussing using new language.
To increase the accurate use of the age-related spelling rules and common exceptions words across the curriculum.	Moderation to show improved use of accurate spellings in independent writing.
To improve rates of attainment and increased rates of progress in writing across the curriculum.	Pupil premium children will be in-line with non-pupil premium pupils and be successful and confident writers.
To improve SEMH of children to support them with: self-regulation; resilience and in developing and maintaining successful relationships.	Pupil premium children will be in-line with the number of non-pupil premium children who will require additional support for their SEMH.
To improve access to uniform and ensure equity of standards.	All children to have the same standard of uniform and presentation.

## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant's CPD: Use of language in KS1 and Foundations for Vocabulary - These will then be implemented into interventions with small groups within the class context to promote oracy, spelling and writing.	Evident through TA appraisal cycle 2023-24 that CPD was desirable and through school-wide discussion of the need for this.	2,3,4
QFT – PP pupils closely monitored by teaching staff and additional support/teaching provided as required.	Teaching Standards and staff's professionalism	2,3,4
Small-group interventions for English and across the curriculum supported by teaching assistants under the direction of the class teacher.	Moderation and further analysis of data highlighted the need for more focus and precise interventions for PP children	2,3,4

### 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
Employment of additional teaching staff to support PP children in Y5 and Y6 to narrow the gaps within their English skills and ensure that they can reach their full potential.	Difficulty identified in previous cohort and provision within a split year group class.	2,3,4

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

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the number of Thrive Practitioners within the school from 1 to 3 to support the emotional development of all pupils, including pupil premium children	EEF (+4months SEL) - Effects tend to be slightly higher on literacy (+4mths) outcomes than on mathematics (+3mths)	5, 1, 2, 3, 4
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)	5, 1, 2, 3, 4
Refer children to Play Therapy for more complex 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
Attendance incentives and promotion to improve attendance of pupil premium children	School-based evidence gathered through pupil voice shows that children enjoy praise and incentives which then means they want to attend school.	1
Purchase new school jumpers or other items as requested for by parents/carers.	By ensuring children have the uniform they need to be 'the same' as their peers, this will improve attendance and their SEMH needs which will impact positively on their learning. (Pupil voice)	6, 1, 2, 3, 4, 5

**Total budgeted cost: £ 14800**

## 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.

<b>July 2024 Data Expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Y6	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.

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. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased significantly since March 2020.

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

## Service pupil premium funding

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year?</b></i></p>
<ul style="list-style-type: none"> <li>• See-Saw</li> <li>• Intervention for SEMH and to support progression of learning</li> <li>• After-school club exceptions to support families</li> </ul>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<ul style="list-style-type: none"> <li>• See-Saw provides a vital communication method between home and school whilst the parent is deployed, which in turn has improved the SEMH needs of the children involved.</li> <li>• Intervention has been provided to ensure the children have trusted adults to talk to, if needed, plus additional support has been put in to support them academically which has been effective.</li> <li>• After-school clubs: These exceptions enabled all children to enjoy sports and other interests, whilst allowing their parent to continue at work until they had finished. Therefore, supporting everyone's SEMH needs.</li> </ul>

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Supported our families by offering exceptions to our rules re. after-school club – usually Y1-Y6 only, but amended as an exception to include YR child as they had older</p>



siblings and parent was struggling to collect them at the end of school due to work commitments of their own.

Online platforms (Tapestry and SeeSaw) offered increased communication between school and parents when one or both parent/s were away on deployment.

Thrive Approach utilised to offer emotional support around deployment.

**The impact of that spending on service pupil premium eligible pupils**

Qualitative measure - Children seemed more settled and happy in school. Parents felt supported by school and stress around childcare was lessened.

