

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022- 2023 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	Kirk Fenton CE Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Karen Williams, Headteacher
Pupil premium lead	Emma Bembridge Inclusion Lead
Governor / Trustee lead	Alison Davey, Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34 625
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 34 625

Part A: Pupil premium strategy plan

Statement of intent

“Let your light shine” - Matthew 5 14-16

At Kirk Fenton CE Primary School, it is our vision for every member of the school community to feel valued and respected. Each individual, regardless of their disadvantage, will have the opportunity to reach their full potential and aspire to become the person they were born to be.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. These considerations, alongside research conducted by the EEF, have helped shape our pupil premium strategy. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, less engagement with extra-curricular activities and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Kirk Fenton, all teaching staff know their children well and are involved in the identification and analysis of children’s achievements and attainment, particularly those in receipt of the Pupil Premium. High-quality teaching is 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 the non-disadvantaged pupils in our school.

Principles

- We want all children to be able to thrive within the classroom environment with highly-skilled teachers, supported through quality whole-school teaching and learning professional development.
- We ensure that the appropriate provision is made for children who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged children, we recognise that not all children in receipt of the Pupil Premium will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify the Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support any child or group of children that we legitimately have identified as being socially disadvantaged.
- Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of interventions at one time.

Ultimate Objectives

- To raise attainment of vulnerable children in reading, writing, maths and science by accelerating progress so that it is at least in line with national expectations.
- To ensure teaching and learning opportunities meet the needs of all pupils.
- To carefully track the progress of pupils who belong to vulnerable groups and ensure appropriate provision is in place.
- To provide emotional and social support to children as well as wider opportunities.

Implementation

The range of provision for this group may include and would not be limited to:

- High-quality CPD opportunities for all staff to support consistencies in approaches and quality teaching.
- Resources to support the implementation of schemes for reading, writing and maths.
- Additional small group work with an experienced HLTA to support early reading and phonics.
- 1:1 Teacher or Teaching Assistant support based on individual needs.
- 1:1 and small group work to support SEMH needs with our Learning Mentor who is a qualified Thrive practitioner.
- Use of internal and external validated tutors.
- Pay for all extra-curricular activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom.
- Give children in receipt of Pupil Premium funding first refusal on clubs and activities to ensure the sign-up process does not put them at a disadvantage.
- Access to technology in school and to access home learning.
- Additional support with transition from primary to secondary and transition internally and into EYFS.
- Provide the opportunity for all children to learn a musical instrument and to sing in a choir by the end of KS2.

This list is not exhaustive and will change according to the needs and support our children require.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment with slow rates of progress, particularly on entry to EYFS and children joining in later year groups. Assessments, observations and

	<p>discussions with teachers indicate widening gaps in maths due to COVID-19 disruptions.</p> <p>In the past three years, 85% of pupils joining Kirk Fenton part way through their education were working below age-related expectations in at least one core subject (reading, writing or maths).</p>
2	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils which results in greater difficulties with phonics and early reading. This is sometimes linked with limited life experiences and availability of quality reading material in the home. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last two years, approximately 85% of our disadvantaged pupils arrive below age-related expectations for literacy compared to approximately 45% of other pupils.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many children. SEMH challenges include low self-esteem, difficulty building positive friendships and dysregulation.</p> <p>43% of disadvantaged children currently access sessions with the school's Thrive practitioner.</p>
4	<p>Due to COVID-19, wider opportunities within school and for families to access outside have been limited. These wider opportunities provide crucial enrichment, which is particularly valuable for disadvantaged children to build skills to support their physical and mental wellbeing.</p>

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p>	<ul style="list-style-type: none"> • End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. • End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact

<p>To ensure fallen behind children receive targeted high-quality intervention monitored by the intervention leader.</p> <p>To provide timely support to children identified as working below expectations at 'around 4' checkpoint in EYFS and closely monitor attainment of children joining in other year groups.</p> <p>Children joining the school part way through their education will be carefully monitored by the Pupil Premium Lead to establish attainment levels on entry and put timely support in place where needed.</p>	<p>on the disadvantaged children's learning and have helped in accelerating their progress.</p> <ul style="list-style-type: none"> ● Children meet individual targets at the end of the year, as agreed in the autumn term. ● Ongoing monitoring shows successful implementation of a consistent whole-school approach to reading and spelling (Jane Considine) ● Measured interventions demonstrate progress through pre- and post-assessments. ● Pupil premium profiles and chronology documents are kept up-to-date by the Pupil Premium Lead with academic and pastoral support quickly put into place.
<p>To improve oral language skills and vocabulary.</p> <p>To improve reading attainment across the school.</p>	<ul style="list-style-type: none"> ● Children following the NELI intervention will achieve above expected rate of progress (measured in months). ● Vocabulary assessment for learning demonstrates progress in understanding as shown in pupils' books. ● Pupil voice feedback shows an enjoyment for reading a variety of high-quality books with children confidently discussing texts read in school and at home. ● Monitoring shows successful, consistent implementation of a new phonics scheme (including KS2 interventions) ● Monitoring shows a focus on language across the curriculum to ensure that explicit vocabulary instruction is part of each core and foundation subject to improve tier 2 and 3 vocabulary.
<p>Children are more equipped to be resilient, confident and emotionally regulated learners.</p>	<ul style="list-style-type: none"> ● All target children make progress from their baseline assessments on the Thrive programme, meeting focussed targets. ● Some children will graduate from Thrive interventions as identified in half-termly Inclusion Meetings.
<p>To provide wider opportunities to all disadvantaged children through a range of school trips, residentials and after-school clubs that extend their personal experiences and support wellbeing.</p>	<ul style="list-style-type: none"> ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● All residentials, school trips and extra-curricular activities will be fully-funded to remove financial barriers. ● Parent voice feedback will show a strengthened home-school relationship through regular communication from the PP Champion with positive feedback for the school's enhanced after-school club offer.

	<ul style="list-style-type: none"> • Pupil voice will indicate enjoyment and value in the enrichment opportunities they experience.
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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: £ 27308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of TA to deliver interventions targeted at disadvantaged pupils in EYFS and KS1 who require further support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics - EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p>	1,2,3

	<p>Oral Language Interventions - EEF Nuffield Early Language Intervention (NELI) - EEF</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition - EEF</p>	
<p>High quality books to support a consistent approach to whole class reading which supports reading for pleasure.</p> <p>The training programme is available for all staff now and in the future to support ongoing CPD.</p>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading Comprehension Strategies - EEF</p>	1, 2
<p>Implement explicit spelling instruction from Y2-Y6 to build on phonics teaching and learning in KS1.</p>	<p>This scheme scaffolds the explicit teaching of spelling.</p> <p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> <p>Improving Literacy in KS1 - EEF Improving Literacy in KS2 - EEF</p>	1, 2
<p>Purchase of quality reading books to support validated Systematic Synthetic phonics programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics - EEF</p>	1, 2
<p>Renewal of subscription for Systematic Synthetic phonics programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics - EEF</p>	1,2
<p>Purchase of new reading books to support reading for pleasure.</p>	<p>COVID-19 has affected the most disadvantaged pupils' access to books. Reading for pleasure is proven to positively impact young people's mental wellbeing and academic attainment.</p> <p>The Future of Primary School Libraries - National Literacy Trust</p>	1, 2, 4

<p>Music education to enable all KS2 children to access high-quality music instruction and the opportunity to learn an instrument.</p> <p>Annual KS2 music enrichment day which also supports staff CPD.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>Arts Participation - EEF</p>	1, 2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support with an experienced HLTA.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics - EEF</p>	1, 2
<p>Fund ongoing teacher and TA release time to train and deliver the NELI programme for the second year.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>Oral Language Interventions - EEF Nuffield Early Language Intervention (NELI) - EEF</p>	1, 2
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition - EEF</p>	1, 2

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

Budgeted cost: £ 3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-time Thrive Practitioner in school plus ongoing training for all staff.</p> <p>(School covers the majority of the cost of the Thrive practitioner)</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>Social and Emotional Learning - EEF</p>	3
<p>Funding for extra-curricular clubs, school trips and residential</p>	<p>The DfE recommends using Pupil Premium funding to remove financial barriers to allow children to access enrichment activities supported by the school.</p> <p>Pupil Premium - DfE</p> <p>Arts Participation - EEF</p> <p>An unequal playing field: extra-curricular activities, soft skills and social mobility - Social Mobility Commission</p>	3, 4
<p>Implement Well being tool to assess pupil wellbeing and provide follow-up support with evidence-based strategies</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>Social and Emotional Learning - EEF</p>	3

Total budgeted cost: £ 34 625

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 2021 to 2022 academic year.

The strategies we have used have ensured that we understood our children well and made adjustments to our provision to meet their individual needs. We have tailored strategies to support individual needs.

Actions on 2021-2022 strategy have been implemented and are addressing needs identified on strategy. High quality CPD has been delivered to staff using new purchases. Monitoring shows impact on learning.

The range of clubs on offer has increased in 2021-2022. Funding has meant that children have had access to trips/clubs.

Whilst the attainment outcomes we aimed to achieve at the end of KS2 were not fully realised, our teacher assessments showed sustained progress across the year, with accelerated progress in maths.

We have noted the need to further support disadvantaged pupils in EYFS and KS1 in order to close the gap. Funds have been allocated accordingly in next year's allocation.

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
The Write Stuff - EYFS-Y6 training scheme introduced across the whole school.	Jane Considine
TTRockstars / Numbots	Maths Circle Ltd
Thrive	Fronting the Challenge Projects Ltd

Further information (optional)

School Context

Whilst the percentage of children in receipt of Pupil Premium remains below national averages, numbers have risen more rapidly than the national average in the last three years:

% of Children Eligible for Pupil Premium at Kirk Fenton CE Primary School				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
4%	8%	10%	11%	12%

The Indices of Deprivation for the local area shows that whilst deprivation remains low, there was an increase in deprivation of 10% between 2015 and 2019.

As of November 2022, 46% of our disadvantaged children are in EYFS and KS1.

29% moved to Kirk Fenton part way through their education.

Planning, Implementation and Evaluation

In creating this report, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This included studies about the impact of the pandemic on disadvantaged pupils.

We referred to the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of activities.