

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	Kislingbury C.E. Primary
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trust AIO
Pupil premium lead	Neil Tyler
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,778.00
Recovery premium funding allocation this academic year	£ 2000.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 14,778.00

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>	1, 2
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family breakdown, family and pupil mental health and a lack of cultural capital development during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic. 22 pupils (15%) now regularly see our FSW (9 of whom are disadvantaged) She provides additional support with social and emotional needs to the children and in some cases their families. .</p>	3
7	Our observations and discussions with parents and families have shown the period of lock down and school closures have limited the opportunity for extra-curricular and enrichment enhancement.	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard in the phonics screening check on average over the last three years.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard on average over the last three years.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard on average over the last three years.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard on average over the last three years.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in pupil concerns and worries being relayed through staff and the FSW
To achieve and sustain improved wellbeing and increased cultural capital for all pupils in our school, particularly our disadvantaged pupils	6,7	A marked increase in participation in enrichment activities, particularly among disadvantaged pupils.

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	2,5
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1, 2, 3, 4, 5,
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • access training by Little Wandle • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
To continue to improve our whole school approach to the teaching of reading using quality texts and progression documents. We will continue to:	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	2,4

<ul style="list-style-type: none"> • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of writing using the sentence stacking approach, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>3,4</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>5</p>

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,191.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senco led interventions for individual and small groups in phonics, reading writing and maths.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching & Learning Toolkit: EEF).</i>	1, 2, 3, 4 5,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of the phonics scheme 'catch up' and 'keep up' elements.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of	4

have relatively low spoken language skills in EYFS and KS1	the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5,

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,155.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support the employment of a school Family Support worker and Mental Health lead	The number of referrals from staff, parents and from the pupils themselves to the School Family Support worker increased significantly after the Covid 19 lockdown and the initial return with Class bubbles. The input from the FSW had a very positive impact both on the children and their families last year and we need this role to continue	6
To ensure all pupils have equality of access to curriculum enhancement and extra-curricular activities including music, sport and creative / STEM clubs in addition to trips, residentials and visit.	Events organised outside of the regular school day, otherwise known as extracurricular activities (ECAs), are seen by many as a way to enable children to become active citizens in their community and develop soft skills such as self-esteem and resilience (Parveva et al., 2018)	7

Total budgeted cost: £14, 778.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than in the previous 2 years in key areas of the curriculum. Low numbers of disadvantaged pupils make individual year group analysis difficult however across the school 78% of our vulnerable pupils were at age expectation in Reading and Writing and 88% in Maths by the end of the Summer Term. Also 33% were at GD in Reading Writing and Maths. This compares with a whole school figure of 79% at age in Reading, 72% in Writing and 80% in Maths whilst 29% were GD in Reading, 17% in Writing and 23% in Maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and our school focus on the teaching of reading remotely.

Although overall attendance in 2020/21 was slightly lower than in the preceding 5 years at 96.6%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.3% higher than their peers however this was specifically linked to four pupils and their attendance will be targeted this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.