

Pupil premium strategy statement Kirkoswald CE Primary School

This statement details our school's use of pupil premium (and recovery 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	48
Proportion (%) of pupil premium eligible pupils	8%
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)	2023-4 – 2025-6
Date this statement was published	January 2024 originally – reviewed in December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L. Andrews
Pupil premium lead	L. Andrews
Governor / Trustee lead	A. Farish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,740
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£7,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality first 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. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility 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
1	To address overall child well-being to enable engagement with learning
2	To raise engagement in reading for pleasure, and attainment in reading, particularly early reading/phonics.

3	To raise the attainment of disadvantaged children in spelling and writing. Assessment data indicates that some children struggle to meet their year group expectations in writing.
4	Access to a wide variety of extra-curricular activities to level inequality (rural location impacts on access)
5	Attendance and lateness. Attendance data highlights that some children have issues with poor attendance and /or punctuality.

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
To address overall child well-being to enable engagement with learning	Children will have high levels of self esteem and high levels of engagement with the curriculum, showing expected progress, particularly in the core subjects.
To raise engagement in reading for pleasure, and attainment in reading, particularly early reading/phonics.	Children will engage with reading materials, discuss their reading with familiar adults and achieve expected progress in reading.
To raise the attainment of disadvantaged children in spelling/ writing	Percentage of children in spelling/ writing meeting expected progress will increase.
To have access to a wide variety of extracurricular activities to level inequality	Children will access extra-curricular activities and enrichment opportunities Carefully planned programme of visits for all year groups No children missing visits or residential due to cost.
To improve attendance and lateness	Attendance figures improve and fall in line with other groups.

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: £ 1290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular feedback, monitoring and assessment including use of Insight tracking to inform pupil progress, future planning and intervention.	EEF Guidance report (Teacher feedback to improve pupil learning)	1, 2, 3
Consistency in teaching approaches in core subjects: White Rose Maths and Times Tables teaching, approaches to sequences of learning in writing and how each class approaches reading comprehension and reading for pleasure.	EEF Teaching and Learning Toolkit	1, 2, 3

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

Budgeted cost: £ 3870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular use of personalised learning computing packages to enable children to practice and consolidate learning.	EEF Teaching and Learning Toolkit	1,2,3
Provide high-quality reading and phonics materials to promote reading for pleasure and independent reading.	EEF Teaching and Learning Toolkit	1,2,3

Regular intervention groups for identified children to address gaps in learning	EEF Teaching and Learning Toolkit	1,2,3
Targeted phonics intervention for children making slow progress in Little Wandle Phonics programme	EEF Guidance Report (Making best use of teaching assistants) Education Endowment Foundation Teaching & Learning Toolkit	1,2,3

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

Budgeted cost: £2580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular attendance monitoring. Targeted family support	There is a clear link between poor attendance and lower academic achievement. The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2	5
A programme of extra-curricular enrichment activities that align with the wider curriculum, including staff CPD.	Children extend their learning beyond the classroom Provide enrichment opportunities and financial support for disadvantaged families to access residential visits. The Educational Endowment Foundation states that through participation in challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop skills such as resilience, self-confidence and motivation.	4

Total budgeted cost: £ 7740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

On the whole, the majority of our PP children have good school attendance. However, there were still PP children below 90% attendance at the end of 2022-23. The use of breakfast club has helped to reduce some lateness. However, PP children arriving late for school remains a focus. Improving attendance and punctuality will remain part of the strategy focus. No PP child has missed out on any visits due to financial reasons. Pupil Premium money has been used to reduce the cost of our residential visits. All PP children have taken part in outdoor residential activities in Years 4 and 6. PP has also been used to write off or reduce other trip costs when required to ensure full access for all pupils. Calendars have been reviewed to ensure that calendar of events continues to build cultural capital and that any cost of such visits are articulated to parents with as much advance notice as possible. In the Year 6 cohort at the end of 2023, the data highlighted that the gap had been reduced. However, attainment for PP children was still below their non-PP peers..

Externally provided programmes

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

Programme	Provider
English software packages	IXL / Spelling Frame / Discovery Education
Outdoor education, personal development, confidence and team building	Derwent Hill Outdoor Education Centre