

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	Kirk Ella St Andrew's Community Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jamie Church (Headteacher)
Pupil premium lead	Amanda Stevens
Governor / Trustee lead	Nicole Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,980
Recovery premium funding allocation this academic year	£3,480
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	£39,960

Part A: Pupil premium strategy plan

Statement of intent

We want our children, irrespective of their background or the challenges they face, to make good progress and achieve their potential across all areas of the curriculum.

To succeed in making at least expected progress but ultimately exceed expectations. We also want our Disadvantaged children to be engaged in their learning being supported and eventually becoming lifelong learners without some of the restrictions some have in life. This includes supporting parents and carers to remove some of the external barriers to learning and to help their mental health and wellbeing.

In recognition that disadvantaged children can face a wide range of barriers which may impact on their learning, we have made sure that all teaching staff has received training to identify these barriers. Common barriers to learning can be less support at home, weak phonics and early reading fluency, lack of confidence or low self-esteem, social and emotional difficulties and attendance and punctuality issues. We also have many pupils who are achieving well and appear to be holding their own in test results – however we are aware that with extra support they could be reaching even higher.

High-quality teaching is at the core of our offer, and we provide training for the staff as well as coordinator time to discuss their subject areas with staff to ensure the curriculum continues to develop and is supportive to all needs. Research tells us that this has the greatest impact on closing the disadvantage gap and benefits all pupils, not just the disadvantaged pupils.

We ensure that all teaching staff are involved in the collection and analysis of data, so that needs are identified early, and support put in place quickly. Staff are fully aware of who their disadvantaged pupils are and take time to forge strong relationships with parents and families. This assists us to act early to intervene at the point that needs are identified.

Our Pupil Premium Strategy also includes the wider school plans for educational recovery, both through targeted support with the extra teaching sessions. This builds on the extra sessions put on previously since we have come back from lockdown. Our approach will be responsive to common challenges and individual needs, with diagnostic assessment. 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 that they're 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	Even though we have been quite successful with our phonics, assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics and becoming early, fluent readers than their peers. This negatively impacts on their development to be fluent readers and their reading comprehension. This in turn effects other subject areas. It has been noted that the recognition of disadvantage sometimes does not get recognised officially until later years when the children come off universal free school meals. Therefore, there is a greater need to ensure Phonics is taught well consistently from Early Years
2	As we are in a period of catch up across the school it has been a challenge to ensure we can identify the gaps in knowledge for disadvantaged children when the school has been in a period of lockdown. We need to do this to ensure they are meeting the expectations based on their starting points in Foundation, KS1 and March 2019 (when an assessment of the children was made prior to the first lockdown) and also able to make accelerated progress if possible.
3	Through observation, talking to staff and children, there has been a lack of resilience in some children in school and there is increased consideration to look after the children's wellbeing which includes our disadvantaged children. This means we have children who are not emotionally ready to develop effective relationships or respond well in the classroom.
4	Assessments, observations, and discussions with staff suggest some parents of disadvantaged pupils generally engage less with the school, and with home learning activities. Limited parent engagement in school and learning results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.

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 phonics results and reading attainment among disadvantaged pupils.	Year 1 end of year phonics screening test and Year 2 end of Key Stage reading tests, indicates that phonic and reading ability of disadvantaged pupils is in line with all pupils; KS2 reading outcomes in 2024/25 show that the gap is diminishing between

	disadvantaged and non-disadvantaged pupils.
Improved attainment for disadvantaged pupils at the end of KS2, KS1 and year on year.	Outcomes in 2024/25 show that gap is diminishing between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing and resilience from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved parental engagement.	Strengthened partnerships with parents demonstrated by: <ul style="list-style-type: none"> - Parents engaged in Family Links courses - Staff awareness of external barriers to learning improved - 100% Parent/Carer support in Parent's evenings - Parents/Carers regularly support pupils with home learning tasks such as reading regularly and homework activities.

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yearly purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: https://educationendowmentfoundation.org.uk/news/eef-blog-assessinglearning-in-the-new-academic-yearpart-1	1, 2

Use and development of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils across the school. Small group teaching of reading and phonics interventions for disadvantaged pupils falling behind age-related expectation – including the use of apps such as Lexia. Precision teaching for disadvantaged who are not closing the gap	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Improve the quality of social and emotional (SEL) learning. Monitor the implementation of the Jigsaw PSHE scheme throughout the school.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
Fund non-contact time for Family links support and Training	Evidence from the EEF that parent engagement in children' learning has a +4 month impact on a child's education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parent	4

Targeted academic support

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yearly purchase of Lexia programme to support reading and comprehension for disadvantaged pupils who have low reading skills.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context;	1,2

	<p>summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p>	1,2
Increasing whole system of targeted interventions across the school to ensure children can catch up. Specific to their need's. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This is tracked by Edukey	<p>Targeted support to meet children's specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one to one,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition</p>	1,2
Staff training on the most effective uses of Teaching Assistants in the classroom, and joint training for Teachers and TAs to develop, monitor and evaluate intervention programmes.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions</p> <p>TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf (educationendowmentfoundation.org.uk)</p>	1,2
Train Teaching Assistants to use the Mastering Number	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a	2

programme as a small group intervention.	stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies

Budgeted cost: £ 12960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management with the aim of developing our school ethos. Targeted training on behaviour that challenges for individual teachers. Adjusting staffing and procedures for lunchtime and playtime to ensure consistent positive behaviour.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Fund training and non-contact time for wellbeing group to develop work carried out for the School Mental Health Award from Leeds Beckett University. Whole staff training on common mental health issues that can affect children of any age. Raising awareness will allow us to intervene early and signpost individuals and families for early help more effectively. Funding for ELSA support within school for children	There is a growing evidence base to show that intervening in the early years of a child's life can make a significant difference. Importantly, intervening early also makes a qualitative difference to the lives of individuals https://www.place2be.org.uk/about-us/news-andblogs/2019/may/the-case-for-early-intervention/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Assist with funding wider curriculum opportunities especially looking at outdoor learning across the school	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. Cost is a common barrier to accessing out of school activities, such as music tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Sports :	3

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity	
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Total budgeted cost: £ 38760

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was improving after last year.

94% of the Year 1 children who were assessed for phonics hit the required level including all disadvantaged children.

Year 2 SATs showed that out of the disadvantaged children, 33% reached expected standard in Reading, 17% in Maths and none in Writing. 2/3 are receiving SEN support.

Year 6 SATs showed that out of the disadvantaged 50% reached expected standard in Reading and Writing with one reaching greater depth in both. 50% in Maths reached expected standard and 83% in GPS. Combined WRM, 50% reached expected standard.

The measures are having an impact across the school especially in reading and phonics. Further work with writing which is not included, is also improving outcomes.

Our assessments and observations indicated that wellbeing and mental health is having a significant impacted in the last two years. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions. We now have three ELSAs to provide the additional support they need.

Externally provided programmes

Programme	Provider
Lexia	Lexia Learning
Doodle Maths	Doodle
Doodle Spelling	Doodle
Doodle Tables	Doodle

Further information (optional)

As with many schools we do focus on barriers to learning to help us to support all children. Part of the strategy is to develop disadvantaged children profiles to recognise those children that demonstrate a disadvantage in any way. This includes defining for ourselves what a disadvantage might be alongside other indicators so we can pick up those children that need support from an early age even if they are not taking up the offer for free school meals initially. This will ensure we have a strong knowledge of the children and their barriers to learning.

Having established these barriers across the school it will help inform staff meetings and CPD moving forward. We will then be able to assess how effective we have been to remove some of these barriers. This should also have a knock-on positive effect for other children in the school.