Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kinlet CofE Primary
Number of pupils in school	45 (11)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	A Davies Head Teacher
Governor / Trustee lead	N Savage Bailey Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	11,840
Recovery premium funding allocation this academic year	2000
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	13,840

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at Kinlet CofE Primary School accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our intent is that each child will develop a love for learning and become resilient and confident children prepared and inspired for life in the modern world. At Kinlet Primary School, all our staff strive to achieve the very best outcomes they can for every child through high quality first teaching. We have high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties 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”.

Our ultimate objectives are:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
3. Ensure disadvantaged pupils have access to a variety of readings books and are encouraged to read with an adult each week.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and wider opportunities are considered.
- Ensuring that appropriate provision is made for pupils who are vulnerable including socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all quality first teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Use of highly skilled Teaching assistants for early intervention and catch up support across the school.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
4	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve

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
•Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. • The gap is narrowed in the progress and attainment of PP and non-PP children.	•Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards. • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders and teachers. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place within the lesson.

•The language deficit for student in receipt of pupil premium funding is diminished. • A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	•Each subject has dedicated vocabulary which is embedded in the curriculum concepts taught. •Targeted pupils receive additional speech and language therapy and intervention. • Parents are engaged in the development of their child's speech and language. • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
• • All disadvantaged pupils will meet national expectations for attendance and persistent absence. (Including punctuality)	• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Head teacher, administrator and EWO increases PP pupils' attendance and a decreases the persistent absences/lateness.
• All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers and support staff are modelling this behaviour. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Forest school sessions and the creative curriculum are used effectively to develop these learning behaviours •Coaching methods used to empower and support children. Positive ponies – therapy sessions • Worship sessions promote a love of learning and emphasis key values in life.

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: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Kinetic Letters CPD	Evidence from EEF Reading/ Phonics = + 5 months CPD allows the staff delivering and leading to get upskilled and influencing other staff.	1,4

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

Budgeted cost: £5548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Evidence from EEF Individualised instruction = + 4 Months One-to-one tuition = +5 months Metacognition & self-regulation = +7 Months Small group tuition = +4 Months Teaching assistant supervision = +4 Months	1,2,4
Additional speech and language support and intervention.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this.	1,2,4
Classroom TA support within lessons delivered by class teachers.		1,2,4

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

Budgeted cost: £ 2542.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer *First day calling in conjunction with Administrator.* *£357*	Evidence from EEF – Parental Engagement = + 4 Months. We define parental engagement as the involvement of parents in supporting their children's academic learning.	1,2,3,4
Subsidised Trips and visits and extras • Trips • Clubs Aprox £2167.00	Evidence from EEF – Arts Participation = + 3 Months	1,2,3,4

Total budgeted cost: £ 8490.00

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 2023 to 2024 academic year.

Strengths

- Engagement in learning enhanced through first hand experiences.
- Reading, writing and maths improved across the year. Although results are not what we would hope there was some improvement and individual progress seen in intervention monitoring.
- Kinetic letters and Phonics scheme with books to support is underway.
- Excellent response to parent meetings conducted by school particularly in Phonics and with new YR.

Issues

- Attendance/punctuality
- Parents not engaging with learning support at home.
- Some hard to reach families are not engaging with school.
- PP children on the whole under performing in all areas.
- Raise aspirations and build resilience in all stakeholders.

Our interventions

- Support staff deployed to the areas needed most.
- New Phonics and handwriting schemed implemented.
- CPD for all staff in phonics and handwriting.

Moving forward

2024-25 plans:

- Continue to hold some extra parent's evenings to help parents understand the curriculum and its importance.
- Ensure quality first teaching is happening alongside targeted interventions.
- Try to target the hard to reach families with incentives and raise their aspirations.
- Raise the percentage of children working at an age related expectation by highlighting individual needs (pupil progress meets)
- Chase and monitor homework for specific children.
- Promote attendance once again in assemblies and via newsletters and website.
- Continue to monitor persistent lateness.

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	Provide
Nessy	Nessy Learning
Times Table Rockstars /Numbots	TT Rockstars
Twinkl Phonics	Twinkl
White Rose Maths	White Rose Math
Kinetic Handwriting	Kinetic Letters.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)