

Pupil Premium Strategy Statement

Kirkby Stephen Primary School

2022 – 2023



School overview

Detail	Data
School name	Kirkby Stephen Primary School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Alison Capstick
Pupil premium lead	Alison Capstick
Governor	Ruth Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,550

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, make similar progress to their peers and achieve highly across all subject areas. Our aim is to close the attainment gap between disadvantaged pupils and their peers, in turn raising their attainment and impacting on their long-term goals and 'readiness' for the next stage in their education and throughout life.

We focus on individual pupils as we understand no two pupils are the same and that no two disadvantaged pupils are the same, therefore our plan focuses on the needs of individual pupils as well as the achievements of all.

Our plan focusses on strategies to further develop and improve quality first teaching as well as provide bespoke, targeted support where needed. We know that high-quality teaching, across all subject areas, will have the greatest impact on all pupils, including disadvantaged pupils.

We also support the wider curriculum, ensuring that all pupils are able to access extra-curricular activities as well as curriculum enrichment and enhancements.

Challenges

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

Challenge number	Detail of challenge
1	Raise attainment in Maths, Reading and Writing and reduce the gaps for disadvantaged pupils. Strategic deployment of all staff to support with quality first teaching and high-quality interventions.
2	Promote aspiration, self confidence and self-esteem for disadvantaged pupils.
3	Ensure that disadvantaged pupils have wider opportunities where appropriate.
4	Emotional wellbeing – often presenting as anxiety and impacting on resilience and engagement.
5	Ensure that disadvantaged pupils with SEN receive appropriate interventions to support their learning.

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
All children, regardless of ability or background, will have the same high levels of aspiration enabling them to 'aim high' for their future.	Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers. Maths attainment score - gap to peers to reduce. Engagement of parents to support with raising aspirations.
Our Curriculum will provide high quality teaching and learning experiences and ensure a clear progression in knowledge and skills for all.	All children have access to a high-quality curriculum and quality first teaching. Targeted and high-quality interventions are used to enable catch-up/address gaps in learning. Children will know more, remember more and be able to do more with the knowledge they have retained.
Our curriculum will be vocabulary rich. The vocabulary of all children to be supported so there is no discernible difference between those from different backgrounds.	Language rich environment with a development and growth of subject specific vocabulary being used and applied.
Disadvantaged pupils making similar progress to their peers from similar starting points.	Assessment and outcomes show that disadvantaged pupils are making good or better progress and the gaps are closing.
Pupils will develop more confidence and resilience when tackling maths problems. No gap in maths achievement between disadvantaged and non-disadvantaged pupils with the same starting point.	Raised achievement in maths – gap to peers reduced. Improved application of maths skills in problem solving and reasoning contexts, and across wider curriculum. Greater links between home and school to support maths and number understanding and application.
The emotional wellbeing of all children to be supported so there is no discernible difference between those from different backgrounds Increased concentration in lessons due to support received for emotional needs.	Pupils are more resilient and engaged in their lessons. Concentration is improving. Emotional support provided through Drawing Therapy Emotional coaching training available to all staff SENCO to support staff with SEMH strategies to use in the classroom.
Pupils have improved social skills, including improvement in language and vocabulary skills.	Observations show that pupils have increased confidence and raised self-esteem. Improvement in behaviour and interaction with their peers.
All pupils, regardless of background, to have a wealth of knowledge and 'cultural capital' which they are able to draw upon to support their academic progress and achievement, making connections.	Increased participation for disadvantaged pupils with greater challenges.
Children are ready to learn and have the support that they need to do this. Teachers targeting hard to reach parents.	Disadvantaged pupils make increased progress. Parents able to support their children more fully.
SEN disadvantaged pupils make good or better progress in line with their peers.	SEN pupils making good or better progress from their starting point.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all teachers and support staff to ensure high-quality teaching that improves outcomes for all.	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. -EEF toolkit.</i></p> <p>Training in assessment ensures all staff plan for progression and are consistent in their approach.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>EEF guidance report: Effective professional development: ...a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,</p>	1, 2, 3, 4, 5
Phonics Training for all staff. Purchase and update Phonics Books and Teaching resources.	<p>EEF guidance report: Improving Literacy in KS1 (2020): Consider the following when teaching a phonics programme: Training — ensure all staff have the necessary pedagogical skills and content knowledge</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EEF document re Phonics Toolkit Strand</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2, 5
Effective use of modelling and scaffolding to support and enhance learning.	<p>Improving Literacy in KS2 (2021) identifies many areas to support with reading development. Many of these are transferable across the wider curriculum to support and improve quality first teaching – such as modelling and scaffolding. Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. The EEF guidance report</p> <p>Metacognition and self-regulation Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a</p>	1,2,5

	mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. EEF toolkit	
Review the use of support staff and ensure relevant CPD is in place to best support the pupils in the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants If TAs have a direct instructional role it is important, they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.	1,2,5
Support for curriculum subject leaders to ensure curriculum planning and knowledge progression is clear.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Much research by the EEF highlights areas that have high impact on pupil progress and engagement and these come under the umbrella term of ‘curriculum’. The core curriculum offer must ensure that ALL pupils have access to high quality ‘real-life’ experiences which increase their understanding and allow them to ‘participate’ in wider aspects of school life plus allowing them to develop skills for later life.	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased teaching and teaching assistant hours to provide small group and one to one support to meet the needs of PP children.	High quality tuition targeted at specific needs/knowledge gaps are effective in supporting low ability pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Whole school focus on improving, increasing and applying vocabulary, across the curriculum.	The EEF toolkit identifies the following: On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF guidance report: Improving Literacy in KS1 (2020): Language provides the foundation of thinking and learning and should be prioritised. High quality adult/child interactions are important and sometimes described as talking with children rather than just talking to children. https://files.eric.ed.gov/fulltext/ED615986.pdf	1, 2, 3, 4, 5

Continue to focus on phonics and reading fluency if identified as a barrier to progress in in KS2	<p>EEF guidance report: Improving Literacy in KS2 (2021) identifies the following: Prioritise understanding pupils' current capabilities and teaching accordingly.</p> <p>Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</p> <p>https://files.eric.ed.gov/fulltext/ED615986.pdf</p>	1,2,3,5
Purchase of additional phonically decodable texts to support reading, both in KS1 and lower KS2.	<p>EEF toolkit identifies the following in relation to phonics: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1,2,3,5
TT Rockstars (regularly) to improve fluency and recall of multiplication facts.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged pupils to take part in enrichment opportunities, school trips, swimming, sports events and clubs etc.	<p>Observation shows improved self-esteem, attitude and engagement. Pupils gain in confidence. Pupils develop their caring/social skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 3, 4, 5
Support for disadvantaged pupils for music, IT etc.	<p>Children have wider opportunities and greater challenge.</p> <p>Access to equipment enables pupils to make greater progress.</p> <p>Parents able to support their children at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 3, 4
Headteacher to closely monitor attendance of disadvantaged pupils and work with families on strategies to improve their attendance	<p>Attendance of disadvantaged pupils has been lower than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1
TA trained to offer wellbeing support.	<p>Evidence found in DFE - 'Supporting the Attainment of Disadvantaged' states that supporting social and emotional needs is one of the top ten most effective strategies used in schools.</p>	4

	Children will improve their social understanding and develop new friendships.	
Links between home and school to promote reading and support with maths/number understanding/practice.	<p>EEF guidance report: Working with parents to support children's learning (2018) identifies the following: For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading. EEF guidance report: Preparing for literacy (2018): Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1,2,3,4,5

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 school evaluates the impact on pupils each term through Pupil Progress Meetings with the teachers and Senior Leadership Team. Interventions are monitored and trends and next steps are then identified and actioned by the SLT, class teachers and SENCo as appropriate.

	The % of pupils receiving Pupil Premium who achieved <u>Expected Progress</u> in KS2 TA in 2022 (7 pupils)	The % of pupils not receiving Pupil Premium who achieved <u>Expected Progress</u> in KS2 TA in 2022 (29 pupils)
Reading	87%	79%
Writing	71%	79%
Maths	43%	79%
R, W & M combined	28%	72%

	The % of pupils receiving Pupil Premium who achieved <u>Higher Standards/Greater Depth</u> in KS2 TA in 2022	The % of pupils not receiving Pupil Premium who achieved <u>Higher Standards/Greater Depth</u> in KS2 TA in 2022
Reading	14%	14%
Writing	14%	14%
Maths	0%	27%
R, W & M combined	0%	7%

In the Early Years Foundation Stage in 2022, there were 6 pupils receiving Pupil Premium funding in a class of 29 children. 33% of PP children achieved a Good Level of Development (GLD) in Reading, Writing and Maths, compared to 87% of non-PP achieving a GLD.

In the Year 2 class in 2022, there were 8 PP children in a class of 26 pupils.

In Reading, 71% of PP children achieved the Expected Standard, compared to 85% of non-PP children. In Writing and Maths, 71% of PP children achieved the Expected Standard, compared to 85% of non-PP children.

KSPS continues to work hard to close the gap between the progress of the most vulnerable pupils and their peers. These children are carefully targeted and all staff are aware of their needs.

Detailed, clear and useful feedback in pupil's books informs pupils as to how they can improve their work and make greater progress.

Lunchtime play is calm and purposeful, ensuring children receive the support they need during unstructured times of the day.

Higher numbers of children take part in visits/residential events, extending their life experiences.

Workshops take place for most able PP children, within the cluster group of schools (Eden Rural Alliance).

Staff CPD/training identified to support PP children as required.

Evaluations focus on academic gains, improvements in learning behaviours and how pupil's self-confidence has developed as a consequence of interventions.

There is a dedicated governor responsible for Pupil Premium Children who meets with the Head teacher. Pupil Premium is a section of the School Development Plan (SDP).

Support time increased, as appropriate, for pupils with PP funding. Pupils working in smaller groups or one to one, with additional sessions for Reading and/or Maths as necessary.

All PP children identified in teacher's planning.

Every teacher maintains a PP file, monitoring individual PP children and records of any interventions and their impact.