

Pupil premium strategy statement 2021 - 2024

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	Kibworth CE Primary School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Gilly Paterson - Headteacher
Pupil premium lead	Danielle Marks – Deputy Headteacher
Governor / Trustee lead	Rob Woolston – Chair of Advisory Board Andre Petersen – AB governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,330 63 x £1345 = £84,735 13 x (£2345-£400) = £25,285 1 x £310
Recovery premium funding allocation this academic year	£11,165 77 x £145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Definition of disadvantage.

It has been a long held belief that children in receipt of Free School Meals (FSM) and subsequently the Pupil Premium Grant are disadvantaged due to socioeconomics. It is also recognised that children in other groups are also disadvantaged. This includes looked after children (LAC), children previously looked after (PLAC), children with Special Educational Needs or Disabilities (SEND) and children who are deemed to be vulnerable such as children with social workers. In fact, this group can include a vast range of areas a child could be disadvantaged by, such as not having access to computers within the home.

At Kibworth CE Primary School, we have now widened this understanding of 'disadvantage' to include and focus considerably on improving outcomes for all children disadvantaged by any means but with a particular focus on children not achieving the age related expectations for their year group as well as children the school is in receipt of Pupil Premium funding for. National data at the last official point in 2019 still showed that approximately 20% of all pupils did not achieve the expected standard in reading, writing or maths. When this data was combined, 35% of all pupils did not reach the age expected combined score. When looking more specifically at the disadvantaged measure, the percentage of pupils achieving the age related expectation is even lower thus demonstrating a gap between disadvantaged children and their peers.

Our school disadvantaged strategy aims for 2021 – 2022 are as follows:

- Reduce the gap between disadvantaged pupils and their peers
- Reduce the gap caused by the Covid-19 Pandemic
- Reduce the number of pupils not achieving age related expectations, thus lowering the percentage of pupils currently in the lowest 20 %
- Ensure all pupils make the best possible progress.

This strategy has been put together with the use of research and reference to two key texts in addition to recommendations from the Endowment and Education Fund (EEF)

<https://educationendowmentfoundation.org.uk/>:

- Addressing Educational Disadvantage in schools and colleges – The Essex way (Marc Rowland, 2021)
- The Inclusive Classroom (Daniel Sobel & Sara Alston, 2021)

We have also produced a new written strategy which is based on the following principles:

1. The school culture and expectations are high for all pupils
2. Data is used regularly and vigorously to identify tightly focused improvement priorities.
3. Evidence based teaching, academic intervention and wider approaches are used to address the root causes of underachievement
4. Training and quality first teaching
5. A long term, well-specified stage by stage plan for addressing disadvantage.
6. Clear outcomes for the impact of strategies are set. Progress is regularly measured using robust and pragmatic measures.

Challenges

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

Challenge number	Detail of challenge								
1	<p>Covid-19 Pandemic and lockdowns have affected children's learning across the whole school.</p> <p>Summer 2021 data showed Y1 76% EXP+ in reading; Y5 80 % EXP+ – this is lower than other year groups. Disadvantaged pupils (all) EXP+ was 68%</p> <p>Writing – Y1 73% EXP+; Y5 76% EXP+ . These year groups are lower than all other year groups and all disadvantaged pupils 65% EXP+</p> <p>Maths – Y5 had the lowest 76% EXP + with all disadvantaged pupils overall 65% EXP+</p>								
2	Y1 Phonics summer 2021 – 20% not achieved national phonics check. 6% PP pupils did not achieved phonics in Y1. These children are now in Y2.								
3	Current Y2 weaker cohort (summer Y1 children) with possible more undiagnosed SEN. There is also a group of children with EAL in this year group. Aut 1 – Y2 data reading 79 % (increase of 3% since summer) Y2 writing – 75 % (increase of 2% since summer) Y2 maths – 80 %								
4	<p>Summer data 2021 Y1, Y4 and Y5 combined RWM all have larger gaps between disadvantaged and non disadvantaged pupils.</p> <p>Y1 combined non pupil premium – 75% EXP+ PP pupils – 54%</p> <p>Y4 combined non pupil premium – 86% EXP+ PP pupils – 71%</p> <p>Y5 combined non pupil premium – 73% EXP+ PP pupils – 38%</p>								
5	<p>2020 – 2021 attendance data shows children on FSM had poorer attendance than any other group.</p> <p>End of year data:</p> <table border="1"> <thead> <tr> <th>Whole school</th> <th>PP</th> <th>FSM</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>97.16%</td> <td>93.09%</td> <td>91.98%</td> <td>94.62%</td> </tr> </tbody> </table>	Whole school	PP	FSM	SEND	97.16%	93.09%	91.98%	94.62%
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6	Significant number of PLAC and LAC children and children who have experienced early trauma, which is impacting in the classroom. Pupils in receipt of FSM and PP funding increasing – more families needing support. Number of pupils needing emotional support increasing. This has led to us having to increase staff knowledge via training and understanding.								

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
The gap between disadvantaged pupils and non disadvantaged pupils in reading, writing and maths diminishes over time.	<ul style="list-style-type: none"> • Current Year 2 cohort percentage at end of year group expectations increases year on year. • Disadvantaged pupils attainment is more in line with their peers • Percentage of disadvantaged pupils reaching ARE increases • Percentage of pupils reaching GD increases
The percentage of disadvantaged pupils getting a combined RWM at expected levels increases over time.	<ul style="list-style-type: none"> • Percentages of pupils getting a combined RWB attainment increases each year
FSM group attendance rises to achieve the national 96 % target.	<ul style="list-style-type: none"> • FSM attendance is tracked alongside other groups. • Children with specific attendance issues are supported with attendance strategies / family support by ELSA • EWO involved with < 90 % attendance • Lateness is identified early and ELSA involvement put in place to support arrival to school on time. Action plans devised for individual • The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and non disadvantaged peers to be no more than 2% by 2024 • The percentage of all pupils who are persistently absent being below 5% and the figure between disadvantaged pupils being no more than 2% below their peers.
PLAC & LAC children are well supported and have positive relationships with class teachers and other identified key adults.	<ul style="list-style-type: none"> • Transition meetings between new class teachers and parents are held in the first half term each year. • ELSA support is directed to supporting PLAC & LAC pupils

	<ul style="list-style-type: none"> • Wellbeing surveys and qualitative data shows improved wellbeing scores.
<p>Pupil Premium children also identified as SEND are well supported in class, have swift assessments to pinpoint underlying difficulties and progress is reviewed regularly and jointly by the sendco, class teacher and parents.</p>	<ul style="list-style-type: none"> • Termly SEND meetings. • Outside agency assessment where needed • Interventions tracked and monitored • Personalised provision plans shared with parents and reviewed termly • Gaps in learning filled following analysis

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher development release time – each teacher released for 2 hours per week for coaching and development	EEF – mastery learning + 5 months - Metacognition + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1-6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x days small group and individual support for Y2 children to support phonics and reading comprehension £5,382 (RH)	EEF - Phonics + 4 months - Reading comprehension + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

High quality intervention for disadvantaged pupils.	EEF - teaching assistants + 1 month - Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Continue to fund online learning platforms – Century AI, Times Tables Rockstars	EEF – digital technology + 4 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	

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

Budgeted cost: £54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have social, emotional and wellbeing support through employment of Parent support worker and ELSA	EEF Social and emotional learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Improve attendance and lateness of children on FSM through employment of EWO and support form deputy head and ELSA	EEF Parental engagement + 3 months Last academic year, FSM group had the poorest attendance out of all groups https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
Improve behaviour at lunchtimes for disadvantaged children who	EEF Behaviour interventions + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6

find it hard to socialise on the playground		
Provide financial support to children in receipt of FSM / PP for school trips.	<p>Previous payments for residential trips and other school trips has been hard to acquire from families meaning some children may miss out. Providing a small discount has raised the number of children accessing residential.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	6
Provide all pupils with high quality sports provision and access to sports clubs.	<p>All pupils will be taught 2 x PE sessions a week by qualified PE teacher / coaches. This provides release time for teachers to engage in Teacher Development Time – focus on metacognition and research to enable all children to make best possible progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1-6

Total budgeted cost: £122,495

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Targeted academic support

Priority 1 Very successful home learning strategy. Successful implementation of using MS Teams at home in KS2 and Tapestry in EYFS and Year 1. Outlook email and MS Teams in Year 2. Engagement trackers regularly showed that at least 96% of children were engaging in home learning each week.

Priority 2

Priority 3

Wider Strategies

Priority 1 Following Lockdown 3 and another long break from face to face schooling, we asked all class teachers to complete a wellbeing questionnaire at age appropriate levels with their children.

Children in Y1 and Y2 all completed the KS1 My Feelings wellbeing scale independently with explanations from the class teachers. The results of this were analysed according to the rating scale.

There are two parts to the scale – emotional and behavioural.

Emotional – a child who scores 10 or 11 is classed as having borderline difficulties. A child who scores 12 + is classed as having clinically significant difficulties.

10 children were found to have clinically significant difficulties.

16 children were borderline.

Behavioural - a child who scores 6 is classed as having borderline difficulties. A child who scores 7 + is classed as having clinically significant difficulties.

3 child borderline

5 children clinically significant

Children in Y3-Y6 all completed the KS2 Stirling children's wellbeing scale independently with explanations from the class teachers. The results of this were analysed according to the rating scale.

There are two parts to the scale – 'positive emotional outlook' and 'social desirability'

Scoring – The minimum for the scale is 12 and the maximum is 60. The mean average score is 44 . 50 % of all scores will be between 39 – 60. Items 2,7 and 13 do not contribute to the SCWBS score.

Over 50 % of children in Year 3 assessed as having a positive emotional state – in line with the scoring.

42 % of children in Year 4 self assessed as having a positive emotional state; a higher percentage scored under 24.

59 % of children in Year 5 self assessed as having a positive emotional state, a little higher than the average.

52 % of children in Year 5 self assessed as having a positive emotional state, in line with the scoring.

- To address wellbeing issues upon return to school, each class taught the EPIC Bounce Back programme
- ELSA support has been prioritised to the most in need of wellbeing support

Priority 2 Whole school tracking showed that the FSM group's attendance was still lower than all other school groups in monthly data collection. This was despite heavy ELSA involvement and EWO involvement. This is a longer term strategy and needs to continue. FSM attendance was however still higher than national data.

End of year attendance data :

Whole school	PP	FSM	SEND
97.16%	93.09%	91.98%	94.62%

National data collection points:

18th May 88% of pupils eligible for free school meals (FSM) in state-funded schools were in attendance on 12 May, down from 89% on 5 May. **Kibworth – 91.54 % Above national**

23rd March 89% of pupils eligible for free school meals (FSM) in state-funded schools were in attendance on 29 April, down from 90% on 22 April. **Kibworth – 96.12 % Above national**

Priority 3 School put in place a lunchtime group for boys who were struggling to integrate successfully on the playground. This is to continue in 2021-22 due to its success. Reduced number of incidents on the playground at lunchtime.

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	Provider
Whole class music tuition to provide high quality music lessons enabling teachers to be released for catch up intervention.	Kibworth Creatives

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?	Too few pupils to report
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our Pupil Premium strategy this year links to a whole school focus on supporting disadvantaged pupils. All teachers and support staff have this as a focus on their appraisals and disadvantaged pupils focus is feeding into all that we do. We have begun the year with unpicking the terms and labels associated with 'disadvantage' in an Inset day and CPD relating to our disadvantage focus is feeding into all that we do.

CPD for staff

- Disadvantaged pupils – what does this mean? Inset day 23rd Aug 2021
- Staff meeting on reading with a focus on disadvantaged pupils on 1st September 2021.
- Disadvantaged pupils and the inclusive classroom 1 – staff meeting 8th September 2021
- Disadvantaged pupils and the inclusive classroom 2 – staff meeting 10th November 2021
- 3 further staff meetings – Spring & Summer terms 2022

We will continue to embed more effective practice around feedback, particularly for disadvantaged pupils.

We will be working towards the Optimus Education Wellbeing award and also the Deputy Head for Inclusion and vulnerable pupils will be completing the <https://www.gov.uk/guidance/senior-mental-health-lead-training> (DfE Senior lead mental health lead). These two foci will work together and will support us with our focus to continue to improve social, emotional and mental health of all our pupils, but particularly those who are disadvantaged.