

Pupil premium strategy statement 2022 - 2025

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	590
Proportion (%) of pupil premium eligible pupils	13.2 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Gilly Paterson - Headteacher
Pupil premium lead	Danielle Marks – Deputy Headteacher
Governor / Trustee lead	Andrew Petersen – Chair of Advisory Board and AB governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,360
Recovery premium funding allocation this academic year	£10,000
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), previously looked after children (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 in 2019 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 Pupil Premium measure, the percentage of pupils achieving the age related expectation was even lower thus demonstrating a gap between disadvantaged children and their peers.

2022 data showed that 80% of pupils at the end of KS2 achieved the combined expected standard or above in reading, writing and maths. This is a considerable increase in the combined score which is as a result of the individual reading, writing and maths scores all increasing. When looking at the Pupil Premium measure, our PP pupils perform well in writing and maths compared to all children in Leicestershire and Nationally however, the gap between them and their peers in reading continues to be larger.

Our school disadvantaged strategy aims for 2022 – 2025 are as follows:

- Reduce the gap between disadvantaged pupils and their peers
- Continue to 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) and also the Sutton Trust.

<https://educationendowmentfoundation.org.uk/> <https://www.suttontrust.com/>

- 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	<p>Y1 phonics summer 2021 – 20% did not achieve national phonics check. 6% PP pupils did not achieve the phonics check in Y1. These pupils are now in Y3.</p>								
3	<p>Current Year 3 weaker cohort with highest percentage of EAL pupils across the school. A number of children with more challenging behaviour and possible more undiagnosed SEND needs. Summer 2022 KS1 data for these pupils – Reading 83% Writing 80% Maths 83% Combined 79%.</p> <p>Gap between PP pupils and non PP is approx. 30% in each area.</p>								
4	<p>Summer data 2022 Y2, Y4 and Y5 combined RWM have larger gaps between disadvantaged and non disadvantaged pupils.</p> <p>Y2 combined non PP 87 % PP 75 %</p> <p>Y5 combined non PP 86 % PP 64 %</p> <p>Y6 combined non PP 82 % PP 33 %</p>								
5	<p>2021 – 2022 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>94.49%</td> <td>91.7 %</td> <td>90.75 %</td> <td>92.02 %</td> </tr> </tbody> </table>	Whole school	PP	FSM	SEND	94.49%	91.7 %	90.75 %	92.02 %
Whole school	PP	FSM	SEND						
94.49%	91.7 %	90.75 %	92.02 %						
6	<p>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 need support. The number of pupils needing emotional support is increasing. This has led us to having to increase staff knowledge via training and understanding.</p>								

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
<p>The gap between disadvantaged pupils and non disadvantaged pupils in reading, writing and maths diminishes over time.</p>	<ul style="list-style-type: none"> • Current Year 3 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
<p>The percentage of disadvantaged pupils getting a combined RWM at expected levels increases over time.</p>	<ul style="list-style-type: none"> • Percentages of pupils getting a combined RWB attainment increases each year
<p>FSM group attendance rises to achieve the national 96 % target.</p>	<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 4% and the attendance gap between disadvantaged pupils and non disadvantaged peers to be no more than 2% by 2025 • 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.
<p>PLAC & LAC children are well supported and have positive relationships with class teachers and other identified key adults.</p>	<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 • 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</p>	<ul style="list-style-type: none"> • Termly SEND meetings. • Outside agency assessment where needed • Interventions tracked and monitored

and progress is reviewed regularly and jointly by the sendco, class teacher and parents.

- Personalised provision plans shared with parents and reviewed termly
- Additional in school assessments e.g small steps reading, spelling; PM Benchmarking
- 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: £31,470

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 HLTA £16,265 PE £15,205	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: £39,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 and small group tutoring through the National Tutoring Programme. @ £7,400	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF 1:1 tuition +5 months	1, 3, 4
High quality reading intervention for	EEF - teaching assistants + 1 month - Small group tuition + 4 months	1, 2

<p>disadvantaged pupils.</p> <p>£13,429 £15,547</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF - Phonics intervention + 4 months</p> <ul style="list-style-type: none"> - Reading comprehension intervention + 6 months - Use of Ed Tech for reading - PM Benchmarking - Little Wandle keep up intervention <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Continue to fund online learning platforms – Century AI, Times Tables Rockstars</p> <p>£1,173</p>	<p>EEF – digital technology + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	

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

Budgeted cost: £42,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children have social, emotional and wellbeing support through employment of Parent support worker and ELSA</p> <p>£30,985</p>	<p>EEF Social and emotional learning + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
<p>Breakfast club nurture provision</p> <p>£1659</p>	<p>Specific identified pupils have access to a nurture breakfast club provision to ensure that these specific pupils are ready to access their day of learning.</p> <p>EEF Social and emotional learning + 4 months</p>	6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<p>Improve attendance and lateness of children on FSM through employment of EWO and support from deputy head and ELSA</p> <p>£4,000</p>	<p>EEF Parental engagement + 3 months</p> <p>Last academic year, FSM group had the poorest attendance out of all groups</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Improve behaviour at lunchtimes for disadvantaged children who find it hard to socialise on the playground</p> <p>£3178</p>	<p>EEF Behaviour interventions + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	6
<p>Provide financial support to children in receipt of FSM / PP for school trips and for school uniform.</p> <p>£2,700 £1,819</p>	<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 25 % discount has raised the number of disadvantaged pupils accessing residential.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	6

Total budgeted cost: £113,360

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.

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?

Teaching Our Pupil Premium strategy last year continued to link to a whole school focus on supporting disadvantaged pupils. Through teacher research and CPD activities, the priority and status of disadvantaged pupils was raised. The disadvantaged strategy was at the route of all school improvement.

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 continued to embed more effective practice around feedback, particularly for disadvantaged pupils.

Teacher development release time – each teacher was released for an additional 2 hours per week for coaching and development. This focused time was largely spent on addressing the needs of disadvantaged pupils.

Teachers developed skills using Microsoft Educational Technology and development in this area has led to the school successfully becoming a Microsoft Showcase School. Use of Ed Tech has enabled teachers to target learners more accurately and appropriately such as groups using pre-recorded lessons, academic platforms and use of One Note to access tailored learning.

Targeted academic support

Priority 1 & 2 Interventions enabled pupils to catch up in all year groups, Interventions provided were pre and post teaching in maths; phonics; reading comprehension; language intervention; direct instruction precision teaching; PM Benchmarking

Priority 3 Online learning platforms e.g Times Tables Rockstars

Year 4 first MTC results – 93 % of PP pupils achieved the MTC with 98 % of all pupils achieving the check. Times Tables Rockstars was used daily and weekly both in school as home learning and heat maps were used to identify gaps and target specific times tables.

Wider Strategies

Priority 1 Wellbeing support

Almost all PLAC & LAC pupils accessed ELSA support last year – individual or group support and a large number of PP pupils accessed ELSA support. ELSA tracking sheet and wellbeing screeners introduced to monitor impact.

Priority 2 Attendance - End of year attendance data :

Whole school	PP	FSM	SEND
94.49 %	91.7 %	90.75%	92.02 % SEND support 93.73 % EHCP

Children on FSM remain the group with lower attendance and there will be a bigger attendance drive this academic year to increase this figure.

Priority 3 Lunchtime clubs

Children with a range of needs accessed targeted lunch club provision in three clubs – an ELSA club, a KS1 SEN club and a KS2 SEN club.

Priority 4 Support for trips. 25 % off all trips was continued to be provided.

Priority 5 Clubs

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
Not used	

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

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.