

Pupil premium strategy statement 2023 - 2026

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	582
Proportion (%) of pupil premium eligible pupils	13.6 % (79 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	Oct 2026
Statement authorised by	Nikki Matthew - Headteacher
Pupil premium lead	Danielle Marks – Deputy Headteacher
Governor / Trustee lead	Helen Collins – Rackley –AB governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,095
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 children in care (CiC), previous children in care (PCiC), 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 for all pupils in 2023 showed that 27% of all pupils nationally did not achieve the expected standard in reading; 28% did not meet the national standard in writing and 27% did not meet the national standard in mathematics. When this data was combined, 42% of all pupils did not reach the age expected combined score. When looking more specifically at the **2023 National Pupil Premium data**, the percentage of pupils achieving the age related expectation was lower thus demonstrating a gap between disadvantaged children and their peers nationally. For 2023, the national Pupil Premium data was as follows: Reading – 60%; Writing – 59%; Mathematics – 59%; Combined – 44%.

2023 data for all pupils at Kibworth CE Primary school showed that 68 % achieved the combined expected standard or above in reading, writing and maths. 71% achieved reading; 91% achieved writing and 87% achieved the expected standard in mathematics. When looking at the **Pupil Premium measure for Kibworth CE Primary**, 70 % of pupils achieved the expected standard in reading; 80 % in writing and 80 % in mathematics. When this data is combined, 70 % of our Pupil Premium pupils achieve the expected standard. Our Pupil Premium pupils therefore achieve significantly better than all pupils nationally and significantly better than all pupil premium pupils nationally. Our school vision is for all pupils to '**Let your Light Shine**' and therefore we aim for all pupils to achieve the very best that they can. There remains to be a small gap between all pupils at Kibworth and pupil premium pupils at Kibworth and we are continuing to reduce this gap.

Our school disadvantaged strategy aims for 2023 – 2026 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 in 2020 and 2021 have affected children's learning across the whole school.</p> <p>These children are now in Y4, Y5 and Y6, however, younger children's pre schools were also affected and younger children did not have the nursery and pre school experience they should have had.</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 Y4.</p> <p>Summer 2021 reading data all pupils - 76% PP pupils 68 %</p> <p>Summer 2023 Year 3 reading data all pupils – 84% PP pupils – 50 %</p> <p>Phonics 2023 and KS1 reading 2023</p> <p>Y1 Phonics – 97 % all pupils 89% - PP pupils</p> <p>Y1 Reading – 89 % all pupils 56 % - PP pupils</p> <p>Y2 Reading – 90 % all pupils 69 % - PP pupils</p>
3	<p>Current Year 4 cohort with highest percentage of EAL pupils across the school (8%) A number of children with more challenging behaviour and SEND needs. 16 % SEND 16 % PP 5 % PP & SEND</p> <p>Summer 2022 KS1 data for these pupils – Reading 83% Writing 80% Maths 83% Combined 79%.</p>
4	<p>Summer data 2023 Y2, Y3 and Y4 combined RWM have larger gaps between disadvantaged and all pupils.</p> <p>Y2 combined all pupils 81 % PP 33 %</p> <p>Y4 combined all pupils 75 % PP 50 %</p> <p>Y3 combined all pupils 83 % PP 69 %</p>
5	<p>2022 – 2023 attendance data shows children in receipt of FSM had lower attendance than any other group.</p>

	End of year data:				
	Whole school	PP	FSM	SEND	EAL
	96.6%	95.49%	95.01%	95.01%	95.82%
6	<p>Wellbeing Significant number of PCiC and CiC 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. We also have an increasing number of parents needing more support from staff, particularly with parenting, general advice about how to support their children and issues such as parental anxiety, form filling, supporting them with their children's attendance.</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
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 4 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 RWM 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 4% and the attendance gap between disadvantaged pupils and non disadvantaged peers to be no more than 2% by 2025

	<ul style="list-style-type: none"> • 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. • Detailed tracking in place
<p>CiC & PCiC 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 CiC & PCiC pupils • Wellbeing surveys and qualitative data shows improved wellbeing scores. • Reduction in cpoms incidents
<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 • Additional in school assessments e.g small steps reading, spelling; PM Benchmarking • Gaps in learning filled following analysis

Activity in this academic year 2023 2024

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: £ 22,100

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 £22,100	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: £44,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group tutoring through the National Tutoring Programme. @ £4,185	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 disadvantaged pupils. £16,000	EEF - teaching assistants + 1 month - Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF - Phonics intervention + 4 months	1, 2

£6,700	<ul style="list-style-type: none"> - Reading comprehension intervention + 6 months - Use of Ed Tech for reading - PM Benchmarking - Little Wandle keep up intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Continue to fund online learning platforms – Century AI, Times Tables Rockstars £2000	EEF – digital technology + 4 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	1, 4
Small group support and intervention for pupils in Year 4 £16,00	EEF - teaching assistants + 1 month <ul style="list-style-type: none"> - Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £ 49,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have social, emotional and wellbeing support through employment of ELSA £34,200	EEF Social and emotional learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Disadvantaged families are supported through the role of the family support worker who is able to	EEF – Parental Engagement EEF – Working with parents to support Children’s Learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

break down barriers and provide a link between school and families		
<p>Improve attendance and lateness of children on FSM through employment of EWO and support from deputy head and ELSA; attendance vouchers</p> <p>£3000</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 wellbeing at lunchtimes for disadvantaged children who find it hard to socialise on the playground – lunchtime retreat; playworkers on KS1 and KS2 playgrounds Opal play project</p> <p>£6,600</p>	<p>EEF Behaviour interventions + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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>Provide financial support to children in receipt of FSM / PP for school trips and for school uniform.</p> <p>£3200 £2800</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: £ 116,000

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 2022 to 2023 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 and there was a high focus on reading. The disadvantaged strategy continued to be at the route of all school improvement.

CPD for staff focused on effective planning for disadvantaged pupils; effective intervention;

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, particularly in reading looking at Little Wandle phonics, MS Reading Progress and adaptations to 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; Little Wandle keep up phonics; reading comprehension; language intervention; direct instruction precision teaching; PM Benchmarking; MS Reading Progress

Priority 3 Online learning platforms e.g Times Tables Rockstars

Year 4 second MTC results – 91 % 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 PCiC & CiC 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 used to monitor impact. Regular ELSA review meetings

Priority 2 Attendance - End of year attendance data :

Whole school	PP	FSM	SEND	EAL
96.6%	95.49%	95.01%	95.01%	95.82%

This was an increase in groups since the previous academic year – whole school attendance increased by more than 2%; PP increase by almost 4%; FSM increase by almost 5% and SEND increase by almost 3 %.

Priority 3 Lunchtime clubs

Children with a range of needs accessed targeted lunch club provision in three clubs – ELSA lunchtime retreat 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

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