

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Kimberworth Community Primary School
Number of pupils in school	272 Day care to Y6 212 F2 to Y6
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Alison Stothard Headteacher
Governor lead	Jean Hine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,415
Recovery premium funding allocation this academic year	£12,760
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	£146,175

Part A: Pupil premium strategy plan

Statement of intent

Kimberworth Community Primary School is a welcoming and inclusive place and we are proud to be at the heart of our community. It is important to us that all our children are successful. We believe that they deserve the best possible chances in life and so we have high expectations of them to ensure that every child is able to achieve their full potential and achieve the highest of standards. During their time in our school, we aim to develop lifelong learners who have the knowledge, skills and confidence needed for the next stage of their learning journey and for their future life.

Our Pupil Premium funding is to be used with the sole intention of reducing the learning gap between Pupil Premium children and those who are not. Our intention is to advantage the disadvantaged. The details below share the challenges, intended outcomes and how the money will be spent over the next 3 years. To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories: quality of teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show low oral language skills and poor vocabulary among many disadvantaged pupils. These are evident from entry in day care and F1 and across the school. This has become even more evident following lockdown with only 20% of children meeting the expected standard in Communication and Language on entry to F1 in 2021.
2	Assessments show that disadvantaged children achieve less well in phonics than their peers in FS and KS1. This has increased during lockdown and partial closure with internal data showing a 20% gap at the end of FS, a 39% gap at the end of Y1 and a 13% gap at the end of Y2. This is leading to an increased number of children needing phonic intervention in KS2.
3	Internal assessments show that maths attainment of disadvantaged pupils in most cohorts is below that of non-disadvantaged pupils. This is significant in some year groups in particular Y2, Y4 and Y5. Analysis of test results and observations of class work indicate that lack of fluency in maths facts negatively impacts children's progress in many areas of maths
4	The number of safeguarding referrals since lockdown has increased, especially regarding domestic violence. An increasing number of families require support with anxiety, behaviour and finance to provide the basics for

	children. These children are then coming in to school needing social and emotional support to manage during the school day allowing them to be successful and achieve their potential academically and socially.
5	Historically, the attendance of disadvantaged children at Kimberworth CPS has been below that of non-disadvantaged children. However, in 2019 and Autumn 2020 our rate of persistent absence was in the lowest 20% of schools with a similar level of deprivation. This is due to the work of the attendance lead proactively supporting, encouraging and enforcing good attendance at school. This needs to remain a priority to ensure that this improvement is sustained.

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
Pupil Premium children to be fluent and confident readers who achieve national expectations in phonics, KS1 and KS2 statutory reading assessments	-Increase in the number of Pupil Premium children achieving the national standard in Phonic Screen and end of key stage assessments - Attainment gap in reading between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to be fluent in addition, subtraction, multiplication and division facts and achieve national expectations in the Y4 multiplication check and KS1 and KS2 statutory maths assessments	-Increase in the number of Pupil Premium children achieving the national standard in Y4 multiplication check and end of key stage maths assessments - Attainment gap in maths between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to meet end of Foundation Stage expectation in Communication and Language and achieve GLD	-Increase in number of Pupil Premium children achieving expected standard in Communication and Language -Increase in number of Pupil Premium children achieving GLD -Attainment gap between PP and non-PP narrowed
Identified children are well supported by the learning mentor to take a full and active part in learning.	-Identified children have bespoke emotional support provided by learning mentor -Behaviour records show identified children take a positive part in the classroom -Identified children make at least expected progress -Families linked to services or supported by appropriate professionals including Early Help
Improvements in attendance are sustained and attendance of disadvantaged pupils is in line with non-disadvantaged.	-Whole school attendance is at or above national

	<ul style="list-style-type: none">-Disadvantaged attendance is at least in line with non-disadvantaged-Focus families are supported and attendance of those children improves-Attendance pathway is followed where necessary-In school rewards for attendance are effective in encouraging children to attend regularly
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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: £40,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Number Sense across the school to develop the children's fluency of addition and subtraction facts.</p> <ul style="list-style-type: none"> -Ensure all classroom based staff are trained in number sense -Subscribe to website to access training and resources -Firmly embed daily Number Sense lessons across the school. -Number sense assessments in place for all KS1 and focus KS2 children -measure impact/progress and regroup -Firmly embed daily Number Sense catch up sessions as required in KS2 -Subject leader non-contact time to monitor, support and ensure quality first teaching 	<p>Fluency of maths facts is one of the 5 big ideas drawn from research by the NCTEM that underpin teaching for maths mastery.</p> <p>The Number Sense approach provides a systematic and structured programmes that enables children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts.</p>	3
<p>Staff CPD to ensure opportunities to develop oracy across the curriculum.</p> <p>Day care manager trained as communication friendly settings lead and all staff trained. Strategies embedded in practice.</p>	<p>Evidence shows that there is a strong link between early language and a child's life chances. Good speaking and listening skills unlock the rest of the curriculum for children but weaknesses can impact on attainment across the curriculum. The first recommendation of both the KS1 and KS2 EEF reports in to Improving literacy is to develop pupils' speaking and listening skills and language capabilities.</p>	1

	Staff CPD will ensure that effective strategies are used across the school and across the curriculum to develop children's spoken language skills.	
Enhance maths teaching and curriculum planning using Ready to Progress materials. Release maths subject leader to lead CPD, embed effective use of guidance and ready to progress materials and monitor quality of teaching and learning.	The maths guidance and Ready to Progress criteria has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths. The EEF guide for improving maths in KS2 recommends using assessments to build on pupil's existing knowledge and understanding and using manipulatives and representations to help children engage with mathematical ideas. Both of these are supported by the guidance.	3
Ensure staff have the knowledge and skills to be expert reading teachers. -Early reading leader to lead weekly staff CPD and monitor and support RWI sessions weekly -Embed effective teaching strategies for developing fluency identified in KS2 fluency project -Embed reading for pleasure strategies and continue to develop staff knowledge of texts and authors. Leadership time for reading leader. Continue to purchase new books.	One of the key drivers of our school is the intention that ALL our children will learn to read. The English Hub's Early Reading checklist identifies the importance of ongoing CPD to continually develop expert reading teachers in school. Evidence shows that reading for pleasure is a more important indicator of future success than any socio-economic factors and allows children to widen their interests, general knowledge and vocabulary.	1 and 2
Work effectively with parents to ensure that they can support children's learning at home. -Critically review how we work with parents to support learning. -Review of homework policy to ensure it focusses on key learning and provides	During and following lockdown it was evident that levels of parental engagement in school have fallen, particularly in KS1.	1, 2 and 3

<p>practical support for home learning</p> <p>-Staff CPD to support positive communication with parents.</p>		
<p>Ensure Pupil Premium children can take a full part in the curriculum</p> <p>-Subsidise school visits for pupil premium children</p> <p>-Subsidise after school activities for pupil premium children</p>	<p>It is essential that all our pupils have the same access to the full range of curriculum activities and that family's financial circumstances should not impeded this.</p>	1,2,3,4,5

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

Budgeted cost: £62,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI Programme delivered by trained TA in Spring term for all children below expected in Communication and Language in F2</p>	<p>NELI is a programme to improve children' early language and literacy skills. By providing targeted support we are developing the fundamental foundations needed for future learning. An EEF trail found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p>	1
<p>RWI Fresh Start intervention for Y5/6 pupils needing additional phonic teaching</p>	<p>RWI Fresh Start provides systematic approach to synthetic phonics teaching using age appropriate materials. Phonics approaches have a strong evidence base showing a positive impact on pupils, especially those from disadvantaged backgrounds. A targeted intervention delivered as regular sessions are shown to be most effective</p>	2

	on average giving an additional 5 months progress over a year. EEF Toolkit -phonics strand	
RWI intervention for all pupils in Y3/4 who need additional phonic teaching and daily 1-1 catch up.	As above	2
Daily 1:1 RWI catch up for all children working below the expected standard	As above The EEF evidence on 1:1 tuition shows that it is very effective in improving pupil outcomes. RWI sessions is targeted to pupils individual gaps in learning and is carefully linked to class teaching. Evidence shows that short, regular sessions led by trained staff have an impact of +6 months progress, especially in literacy.	2
Small group school based tutoring in maths in Y1 to Y6	Small group tuition has an average impact of 4 additional months progress over a year. Our school based tuition is developed from diagnostic assessments and delivered by our own school staff providing consistency of approach and an effective link between the tuition and classroom work.	3

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

Budgeted cost: £45,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance lead to increase attendance of all pupils, in particular pupil premium children.	For children to take full advantage of quality first teaching and academic support they need good school attendance. The NFER report -Being Present the power of attendance and stability for disadvantaged pupils identifies addressing attendance as a key step. The EEF rapid assessment of attendance states that evidence suggests that small improvements in attendance can lead to meaningful impact for academic outcomes.	5, 1, 2 and 3
Improve attendance of PP through offering free places at Breakfast and After School Club.	As above	5, 1, 2 and 3

Provide free breakfast through National School Breakfast Programme		
Identify targeted interventions for identified students with learning mentor.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills than their peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Targeted support for individuals and small groups delivered in short, regular sessions by the learning mentor can support children to make an additional 4 months progress.	4, 1, 2 and 3
Take part in the DFE Start Small Dream Big careers education programme. Implement Implement a priority project linked to a strategic objective.	Evidence from teachers, children, sector leaders, and researchers suggests that career-related learning enriched with employer activities brings many benefits for primary children: <ul style="list-style-type: none"> Increases motivation and attainment by helping children see the relevance of learning and building positive attitudes towards school, particularly among the most disadvantaged children. Improves social mobility by providing children with access to role models who can inspire them and broaden their horizons, showing that their background does not need to determine their future. Ensures children do not rule out career options for themselves, simply because they do not realise the details and benefits of the full range of opportunities open to them. (Starting Early: Building the Foundations for Success Report).	1, 2 and 3

Total budgeted cost: £148,119

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.

End of F2 GLD	% meeting a good level of development
All children -30 pupils	66.7%
Pupil Premium children -7 pupils	57.1%

Phonic Screen	% meeting Phonic screen standard July 2022
All children – 30 pupils	73.3%
Pupil Premium children - 14	78.6%
Non Pupil Premium -16 children	68.8%

End of KS1 Assessments	All children -29 pupils	Pupil premium children- 14 pupils	Non Pupil Premium – 15 pupils
Reading	62.1%	64.3%	60%
Writing	48.3%	57.1%	40%
Maths	72.4%	78.6%	66.7%

Y4 Multiplication Tables Check	All children – 31 pupils	Pupil premium Children – 14 pupils	Non Pupil Premium children – 17 pupils
Average score	22	22	22

End of KS2 Assessments	All children- 30 pupils	Pupil premium -15 pupils	Non-Pupil Premium – 15 pupils
Reading	52%	53.3%	46.7%
GPS	69%	73.3%	60%
Writing	72%	66.7%	73.3%
Maths	83%	73.3%	86.7%

Attendance 2022-23

Pupil Premium Attendance	94.6%
Non Pupil Premium Attendance	93.9%