# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Kippax North Primary |
| Number of pupils in school | 248 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22, 2022-23, 2023-24 |
| Date this statement was published | 17/12/21 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Aidan Sadgrove |
| Pupil premium lead | Barbara Husband |
| Governor / Trustee lead | Cllr Lewis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £55,000 |
| Recovery premium funding allocation this academic year | £4,000 |
| 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 | £59,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our objectives are for our children receiving Pupil Premium to:**   * Continue to achieve in line the progress expected on FFT20 * Improve readiness for learning * Increase attendance rates for pupils eligible for PP * Target support closely focussed to minimise external barriers to learning and improves parental engagement. * Arrive at school with the correct uniform, equipment and resources to access learning. * Access additional visits and activities to broaden their learning experiences.   **Our current pupil premium strategy plan works towards the above objectives by:** |

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| 1. **Review of expenditure** | | | | | | | | |
| **Previous Academic Year** | | | * **2020/21** | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | | **Cost** | |
| Improved rates of progress and outcomes for PP eligible children. | All teachers have a performance objective linked to improving outcomes for PP children.  Additional teacher time available to lead small group or 1:1 sessions as and when required.  Middle leaders take the lead on coaching support staff in their phase to ensure interventions are well taught.  Online learning sessions for parents/carers. | | | The deputy and assistant headteacher worked closely with the Y5 class during the Autumn term and Y6 throughout the year providing additional teaching capacity targeting pupils eligible for PP and other vulnerable learners when children were in school. TA and portfolios of work showed children made good progress.  SLT prioritised further development of quality first teaching in staff training and development activities. Roles of middle leaders (phase leaders) further developed.  A range of interventions including Key Word Reader and Active Literacy Kit were successfully run by support staff following targeted training sessions.  Good engagement from parents. Parents report being more able to support their children with their learning following the sessions. | Deputy and assistant headteacher support was focussed in Y6 and Y5 classes. Progress was impacted due to lockdowns however. Leaders will continue to work across Y5 and Y6 as this is where the need is greatest in the next academic year with a greater proportion of time in Y6 to help accelerate progress further from previous year. Benefits of additional expertise – will include Middle Leaders time to work in classes across their phases to boost progress.  SLT to continue to support learning and provide coaching and mentoring for staff. Development of middle leaders to continue including middle leaders taking responsibility for tracking and organising support for PP children in their phase.  Interventions successful where carefully targeted. Increasing use will be made of same day interventions as these have had most noticeable impact.  Continue to build on parental engagement to ensure all parents understand how to support their children. | | £20,500 | |
| Improved readiness for learning. | PSHE focus on developing good learning behaviours and on self- regulation. | | | Children supported and challenged to understand and use good learning behaviours in order to maximise learning time through independent and group work based on Secrets 0f Success. Children requiring more focused support worked 1:1 with headteacher weekly on individual plan. | Continue and develop further the use of Secrets to Success to build on guidance for good learning behaviours and self-regulation. 1:1 where required to be supported by SLT. | |
| Increased attendance rates for pupils eligible for PP. | Whole school focus on good attendance | | | Consistent and relentless focus on attendance with individual children and families. Individual targets set with review meetings and celebrations. | Learning mentor monitored attendance and provided early support where required when attendance dropped. Continue as this work is required with a smaller number of families but improved attenders require careful monitoring and rewards. | |
| **ii. Targeted support** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| Improved rates of progress and outcomes for PP eligible children. | | 1:1 sessions and small group interventions.  Online learning sessions for parents/carers. | | Regular 1:1 sessions and small group interventions impacted on pupil understanding and access to Quality First teaching.  Excellent attendance at sessions. 50% of parents of pupils eligible for PP funding attended. | | Continue with Middle Leaders monitoring and reporting on specific impact of effective interventions.  Arrange weekly Mentor / Motivation sessions for most vulnerable pupils and those with the most acceleration required with Learning Mentor and SLT. | | £22,000 |
| Improved readiness for learning. | | Self-regulation support and tuition  Learning Mentor targeted intervention and support eg morning greeting sessions. | | All children remained in school with no exclusions. Two Y6 children worked on an individual behaviour plan with weekly sessions of support.  Two Y6 pupil and family received additional support on a daily basis. Individual timetable during Summer term with additional transition work to High School resulted in the pupils accessing SAT’s and remaining in school.  Addressing issues before the school day with targeted pupils enabled a smooth start to learning with a more positive attitude. | | Highly effective. Continue approach. Target pupils/families with challenging behaviour/issues with learning for support.  Continue next year and review individual pupils who require the support. | |
| Increased attendance rates for pupils eligible for PP. | | Learning Mentor to target specific children/families for immediate follow up on any absences.  Buy into specialist attendance support through cluster guidance and support team.  Kids Club | | Early intervention by learning mentor working with families in a supportive way has been positive.  Additional support has been beneficial when an attendance problem has continued. This level of support has highlighted to families the importance of attendance.  Been supportive to parents to be able to get children to school whilst getting to work. | | Attendance support will continue to be funded as direct and measurable impact on a number of PP children and families with monthly meetings.  Continue to fund to support children’s timely attendance. | |
| Targeted support closely focussed on need minimises external barriers to learning and improves parental engagement. | | Learning Mentor to work on a needs basis with identified children and families.  Buy into MAT guidance and support team.  Restructure of parent consultation meetings.  Volunteer parents to support identified children with phonics/reading.  Purchase of CPOMS software | | Parents and pupils respond well to learning mentor support. She is well known for excellent support and trusted to support with any issues.  Rapid access to specialist support such as counselling, parent support etc has addressed issues and barriers at an early stage before they have had time to have too great an impact on learning.  100% attendance with teacher/parent consultations.  Limited effectiveness due to regularity of volunteer visits | | To continue this approach for those children/families identified as most in need. Building relationships has worked well but most direct impact has come from availability of a member of staff to be able to physically go out and make sure children get to school.  Guidance and support team will continue to be funded as direct and measurable impact on a number of PP children and families.  Second layer and personal invitations to help parents attend consultations to continue. | |
| **iii. Other approaches** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| Improved rates of progress and outcomes for PP eligible children.  Improved readiness for learning. | | Access to before and after school club with older pupil good role models paired with PP children to support them and also listen to them read regularly. | | Children who accessed Kids Club before school were well prepared for learning providing a calm atmosphere, promoting can do attitude and provision of breakfast and a prompt start to the school day.  Pairing with role models in Kids Club and school provided good modelling of expected behaviours and readiness to learn.  Opportunities to read and complete homework saw improved rates of homework completed building self-esteem and confidence. | | Definitely develop further to enable eligible children to access Kids Club to help either prepare them for the morning with breakfast, a prompt start, a good breakfast, a positive buddy as a role model and homework support.  Increase targeted children, track use of time in Kids Club, meet Learning Mentor weekly to track progress.  Increase funding to accommodate increased access and Learning Mentor support. | | £1885 |
| Children arrive at school with the correct uniform, equipment and resources to access learning. | | Hardship fund for vulnerable families can be used to pay for additional activities and experiences eg to subsidise visits. | | All children accessed all activities and experiences providing rich, active provision.  All children were well presented and resourced appropriately.  Second hand uniform stall has been well supported by donations and appreciated by parents wanting to buy uniform cheaply. | | Continue and increase the funding available as there will be a higher proportion of pupils requiring financial support for the Y6 residential. | |

The key principles of our strategy plan are based on inclusion so that every child is in an equal position to receive the best support and achieve their best.

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Demonstrate a delay on entry to Nursery |
| 2 | Families need support in order to ensure children attend school and arrive ready to learn |
| 3 | Low levels of confidence or negative self-belief as learners |
| 4 | Increase parent knowledge to support learning |
| 5 | Are also on the SEND register |

## 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.

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| Intended outcome | Success criteria |
| Improved rates of progress and outcomes for PP eligible children. | Termly reviews using tracking software, book monitoring and teacher discussion to establish how each child is making progress in line with their projections.  Progress is good from all starting points. |
| Improved readiness for learning. | Reduced CPOMS entries requiring pastoral support for learning  Increased engagement with home learning |
| Increased attendance rates for pupils eligible for PP. | Overall attendance amongst pupils eligible for PP improves from 94% to closer to the school target of 97%.  The proportion of PP children with persistent absence (below 90%) is reduced from 14%. |
| Targeted support to increase parent  Knowledge to support learning | Parent attendance at school information workshops and an increase of accessible information sent home/available on the website.  Parents of PP children feel better able to support their children’s learning. |
| Children arrive at school with the correct uniform, equipment and resources to access learning | Children access 100% of learning and opportunities with appropriate resources. |
| Access to visits and enrichments | Children access 100% of learning and opportunities. |

## 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: £25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher time available to lead small groups or 1:1 sessions as and when required. | EEF Improving Maths and Improving Literacy recommended strategy | 1,3,5 |
| Additional Teacher and TA time to focus on language enrichment through sharing a wide range of stories to build vocabulary. | EEF Improving Literacy recommended strategy | 1,3,5 |
| Ensure curriculum includes opportunities to broaden experience base – eg. cultural experiences. | National Curriculum Page 5 point 3.2 | 1,3,5 |
| Middle leaders take the lead on coaching support staff in their phase to ensure interventions are well taught. | Improving Literacy recommended strategy | 1,3,5 |
| PSHE focus on developing self regulation and social awareness | EEF Improving social and emotional learning in Primary schools | 1, 3 |
| Continuing whole school focus on good attendance |  | 2,3 |

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

Budgeted cost: £14,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use high quality information about pupils learning to plan and carry out structured interventions provide additional support | EEF Improving Maths and Improving Literacy recommended strategy | 1,3,5 |
| PSHE focus on developing self regulation and social awareness | EEF Improving social and emotional learning in Primary schools | 1, 3 |
| Learning mentor to work on a needs basis with identified children and families. | Wellbeing for education initiative | 2,3,4 |
| Arrange workshops and provide high quality materials to support parent knowledge | EEF Working with Parents to support children’s learning | 4 |

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

Budgeted cost: £20,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning mentor targeted intervention and support eg morning greeting sessions | Wellbeing for Education initiative | 2,3 |
| Learning mentor to target specific children/families for immediate follow up on any absences. | EEF Parental engagement | 2 |
| Buy into specialist attendance service through cluster guidance and support team. | EEF Parental engagement  Wellbeing for Education initiative | 2 |
| Before and after school club. | EEF Extending school time | 1, 2 |
| Buy in to cluster guidance and support team. | Wellbeing for Education initiative | 2,3,4 |
| Hardship fund for vulnerable families. | Wellbeing for Education initiative | 2,3 |

**Total budgeted cost: £** *59,000*

# 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 2020 to 2021 academic year.

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| Pupil evaluations – Work scrutinies, discussions with teachers and parents, Gap Analysis meetings with SLT  Standardised teacher administered tests – Administered all end of phase statutory assessments. Times table check, Phonics screening, optional Sat’s for Years 3,4,5  Diagnostic assessments – Read, Write Inc screening, Hodder reading age, speech and language assessments with Chatterbugs.  Outcomes showed across school that children eligible for PP funding achieved in line with their peers unless they also have SEND. |

## 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*

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| --- | --- |
| Programme | Provider |
| NELI | Nuffield |
| Communication and Language | Leeds SENIT team |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | To support children accessing remote learning and residential |
| What was the impact of that spending on service pupil premium eligible pupils? | Children were able to access all remote learning and benefit from the residential. |