

## Pupil premium strategy statement

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	Kildwick CE VC Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Whitehead (Headteacher)
Pupil premium lead	Tim Whitehead (Headteacher)
Governor / Trustee lead	Howard Barton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,795
Recovery premium funding allocation this academic year	£4,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,325

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### **Our objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### **We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

### Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- That quality first teaching remains a priority in school with CPD matched to staff needs
- To employ a 'closing the gap' teacher (2 days) and a closing the gap teaching assistant (2 days) focussed on closing the gaps in learning
- 1-1 support
- Additional learning opportunities provided by trained teaching assistants or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve at least age related expectations.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To employ a pastoral and welfare worker to support children who are finding the transition back from school closures difficult.

## Challenges

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

Challenge number	Detail of challenge
1	Low uptake of extra-curricular enrichment opportunities
2	Reading is a challenge to some of our Pupil Premium children due to poor parental engagement
3	Writing is a challenge for some our Pupil Premium children due to poorer grammatical understanding and vocabulary acquisition.
4	Mathematical fluency and reasoning of some of our pupil premium children is lower than that of the rest of school
5	Providing interventions in a timely and appropriate manner.
6	Communication and Language and Personal, Social and Emotional Development – on entry and as a result of the Pandemic

## 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
Progress in Reading	Achieve above expected progress
Progress in Writing	Achieve above expected progress
Progress in Mathematics	Achieve above expected progress
Progress in Phonics	Achieve above expected progress Achieve above national standard for the PSC
Increased participation in Extra Curricular	All PP attend at least one extracurricular club per term

## 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: £ £26,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher appointed to lead the interventions program in school (2 Days) £14,784</p> <p>Experienced ATA appointed to teach interventions to groups of pupils, overseen by the intervention leader (15 Hours) - £6,433</p> <p>Pastoral and welfare worker appointed to work with small groups of children, overseen by the intervention leader - £2,573</p>	<p>EEF (+4) (Education Endowment Foundation) research has concluded that The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3,4,5,6</p>
<p>All staff to compete training from Little Wandle Letters and sounds revised. Reading books and resources purchased to deliver the program consistently</p> <p>£2300</p>	<p>EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age.</p>	<p>2</p>

Maths Mastery Readiness training (Second Year) – for staff teaching and support staff - Led by Maths Hub consultant – Jo Sawyer	EEF (+5) High Impact Quality First Teaching	4
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up in staff meetings and INSET. Using the English / Maths Hubs / NYCC / HART Alliance for training	2, 3, 4, 5, 6

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

Budgeted cost: £2,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI) 4 Reception Children and 1 Y1 child. Three sessions per week.	EEF (+6) The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	6
Nessy – For 20 children (Y1-5) in year groups for 20 minutes x 2 weekly (£300 per year)	EEF (+6) Nessy programs are developed in collaboration with specialist teachers and the world’s leading academic researchers. Our programs are research-proven and designed to follow the Orton-Gillingham principles of structured, multi-sensory learning. Unlike the whole language approach, this works for all children, especially those with dyslexia.	2, 3
EYFS / KS1 Little Wandle Letters and sounds - Same day intervention – delivered by intervention teacher / ATA x 4 weekly	EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age.	2
IDL – Maths / English software intervention (£700 per Year) (selected KS2 pupils) – web based intervention that assesses the pupils at the beginning, sets the work	IDL shows an increase in reading and spelling ages along with an increase in confidence and self-esteem Research results showed an average increase in reading and spelling ages of 11 months after only 26 hours use.	2, 3, 4

for children to complete and then re assesses. Pupils arrive at school at 8.45 to complete their activities before 9am when the school day begins.	EEF (+4) - Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.	
Fresh Start – Reading / comprehension intervention (selected KS2 pupils) (£900 per year)	EEF (+4) Fresh Start is a catch-up and intervention programme with proven results, for children still learning to read. It teaches pupils to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step.	2, 3
Maths on the Move (£1170)	EEF (+4) Maths on the Move is developed by teachers for teachers. It is a unique and innovative programme that uses the concept of physically active learning to enhance children’s confidence and attainment in maths	4

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

Budgeted cost: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy Starving the Anxiety Gremlin Socially Speaking	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  These interventions are targeted at small groups / individuals with particular social and emotional needs with the aim to promote greater engagement with learning.	6
Before and after school Care	EEF (+4) Parental Engagement / Support – We continue to offer free before and after school care for PP / Covid affected families	

**Total budgeted cost: £ £28,560**

## 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.*

Comparison Data showing %PP children working at Age Related Expectations (ARE) from Y1-Y6. This also indicates progress data based on our internal assessment system.

Subject	Baseline Sept 2020	Summer 2021	Difference	% of PP working at GD (Greater Depth)	Progress	Whole school Summer 21	Average progress of whole school Summer 21
Reading	45%	82%	+37%	36%	7.4	83%	6.9
Writing	54%	73%	+19%	27%	6.9	80%	6.8
Maths	54%	73%	+19%	27%	7.1	83%	6.9

### 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
Little Wandle Letters and Sounds	Little Wandle
Maths on the Move	Kanga Sports
Times Table Rockstars	TT Rockstars
IDI – Maths / English	IDL
Fresh Start	Read, Write, Inc
Nessy	Nessy Learning
Lego Therapy	Lego-based Therapy
Starving the Anxiety Gremlin	CBT Workbooks