Pupil premium strategy statement 2024/5

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	140
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Tim Whitehead (Headteacher)
Pupil premium lead	Tim Whitehead (Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,370
Recovery premium funding allocation this academic year	£1,000
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	£18,370

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.

In light of the Recovery Premium, we aim to:

- Ensure that we address the curriculum gaps in language development, reading, writing and maths particularly
- Focus staff CPD on subject leadership and the knowledge and skills taught across year groups in all areas of the curriculum (using Ofsted subject publications and training from HART)
- 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:

- Ensure that those identified pupils in need of gap closing are selected to attend intervention programs in school and before and after school small group tuition.
- Ensuring momentum is maintained in the teaching of early reading and phonics using the Little Wandle Letters and Sounds program. Staff CPD from the English Hub
- Ensuring that the mastering number is embedded from EYFS to Year Two
- That quality first teaching remains a priority in school with CPD matched to staff needs
- To employ an intervention teacher (2 days) and an intervention 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 use the pastoral and welfare worker to support the wellbeing of children.

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	Working below age related expectations in reading, writing and maths due to gaps in knowledge.
3	Emotional Well-being and behaviour regulation.

4	Lower Cultural Capital which means some of our children may lack opportunities to encounter a range of experiences outside of school.
5	Communication and Language and Personal, Social and Emotional Development – on entry and as a result of the Pandemic and other factors.

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
For all children to experience wider opportunities irrespective of background.	All pupils will be given access to a rich diet of school enhancement visits / visitors. Opportunities to promote a love of learning and enjoyment of the curriculum.
Staff subject knowledge is strengthened, and they are able to articulate knowledge and skills across key stages including EYFS.	Ensure that knowledge and skills mapping is complete for all subjects and CPD delivered to staff by subject coordinator / assisted by HART.
Reading pedagogy is strengthened throughout school.	Improved reading outcomes for all children.

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: *£25,539*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher to lead the interventions program in school (2 Days) £17,442 Experienced ATA to teach interventions to groups of pupils, overseen by the intervention leader (15 Hours) - £6,433 Pastoral and welfare worker continues to work with small groups of children, overseen by the intervention leader - £2,573	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. 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.	3,4,5
Ensuring that the momentum is maintained in the teaching of reading using the Little Wandle program and reading across school. Further supplementary resources purchased and whole staff CPD	EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age. The EEF Teaching and Learning toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability. There are different ways of teaching phonics: the most	2

Training accessed through our subscription to Little Wandle	common of which uses a synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits KS1 pupils' learning, and also older pupils who struggle to decode. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Mastering number	EEF (+5) High Impact Quality First Teaching This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	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 / Leeds Diocese, for training	2, 3, 4, 5
Progression Mapping for all subjects to ensure teachers and TAs subject knowledge is strengthened as a result of the Ofsted subject leader reports / HART training and CPD.	(EEF) As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more of a difference to learning than any other factor within school. High quality teaching narrows the advantage gap. Crucially, it is something that can be changed: all teachers can learn to be better (William, 2016)'. Maximising the quality of teaching through the effective deployment of teachers and teaching assistants will therefore be at the top of Kildwick school's priorities.	1

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Verbo – Speech, Language and Communication 8 Reception, 2 Y1, 7 Y2, 2 Y3, 2 Y4	EEF (+6) -- Verbo addresses health inequalities in the face of increasing communication needs and recruitment challenges across health and education, by providing **instant access** to support. Speech, language and communication skills are crucial for the well-being, academic attainment and overall development of all Children and Young People (CYP). Approximately 1.4 million UK CYP have speech, language and communication needs (SLCN) – this can only have been exacerbated since COVID-19. These difficulties can have severe long term impacts on: • Education • Mental health and emotional well-being • Employment prospects • Life outcomes	5
Colourful Semantics	EEF (+6) Colourful semantics is a psycholinguistic approach that is often used to develop children's speech and writing abilities. The technique was developed by Alison Bryan and was first published in a case study [1997] with the child Alison was working with. Colourful Semantics has been described as "a theory that explains how people understand language". The basic idea behind colourful semantic analysis is simple: we can learn about what someone means when they use words or sentences simply by looking for patterns in their speech.	5
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	2, 3

	principles of structured, multi-sensory learning. Unlike the whole language approach, this works for all children, especially those with dyslexia.	
Rapid Catch up 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. Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and reading experts. The completed SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws upon many schools' excellent practice, around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.	1 & 2
Little Wandle – Daily Keep Up (SEND)	EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age. Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and reading experts. The completed SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws upon many schools' excellent practice, around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.	1 & 2
Maths in EYFS / KS1 to be taught in Year groups to accelerate progress,	Enabling the class teacher to focus on the year group objectives using a mastery approach (+4)	2, 3, 4
Pupil Parenting sessions	Emotion Coaching led by qualified Emotion Coach who works in school Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective	2,3,4,5

	responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.	

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 Zones of regulation Emotion Coaching	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 Pupil Premium children and those families in need.	
To ensure that all PP pupils gain access to trips, visits, visitors, extra-curricular activities and are given the chance to learn how to play a musical instrument.	In the 1970's Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as 'familiarity with the legitimate culture within a society'; what might be called 'high culture'. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatre, galleries, and historic sites and by talking about literature and art regularly at home. Evidence suggests that the cultural capital passed on through families, helps children to do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal	3

Horse Riding (for 3 pupils, 1 of which is in receipt of PP)	The Headteacher received funding to take three pupils horse riding for an hour each week. This is run by Riding for the Disabled. With fun activities like riding and carriage driving, we provide therapy, fitness, skills development and opportunities for achievement	

Total budgeted cost: £ *£26,139*

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 2023 to 2024 academic year.

Due to the Covid 19 Pandemic there was not any performance and progress measures from when these pupils were in KS1.

KS2 Outcomes 2024

	% Kildwick Children achieving National Expectations	% Kildwick Children achieving Greater Depth	% of children nationally achieving national expectations	% of Children achieving greater depth
Reading	83%	22%	74%	28%
Writing	70%	13%	72%	13%
Maths	70%	22%	73%	24%
Grammar, Punctuation and Spelling	78%	43%	72%	32%
Reading, Writing and Maths Combined	65%	9%	61%	8%

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 2023	Summer 2024	Difference	% of PP working at GD (Greater Depth)	Progress	Whole school Summer 24	Average progress of whole school Summer 24
Reading	66%	73%	+7%	25%	6.2	82%	6.4
Writing	62%	73%	+11%	17%	5.8	73%	6.1
Maths	63%	73%	+10%	31%	6.3	81%	6.2

Intended outcome	Success criteria	Review July 2024
Progress in Reading	Achieve above expected progress	PP children achieved above expected progress in reading. The impact of our revised reading approach and timely interventions is having an impact
Progress in Writing	Achieve above expected progress	PP children have made broadly expected progress in writing although writing across the school remains a priority.
Progress in Mathematics	Achieve above expected progress	PP children have made above expected progress in maths
Progress in Phonics	Achieve above expected progress Achieve above national standard for the PSC	Phonics Progress in school is good. There PSC score is below NA (22-23) but s cohort specific.
Increased participation in Extra Curricular	All PP attend at least one extracurricular club per term	All PP children have participated in at least one extracurricular club across the year and 50% of pupils have taken part in inter school competition.

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
Times Table Rockstars	TT Rockstars
IDl – Maths / English	IDL
Nessy	Nessy Learning
Lego Therapy	Lego-based Therapy
Starving the Anxiety Gremlin	CBT Workbooks
Clicker	Cricksoft
Verbo	NHS
Emotion Coaching	Emotion Coaching UK