

Kexborough Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189 (inc 13 FS1) Autumn 2024
Proportion (%) of pupil premium eligible pupils	28.4% (F2-Y6)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss J Mackay
Pupil premium lead	Miss J MacKay
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,000

Part A: Pupil premium strategy plan

Statement of intent

Our school places children at the centre of all we do, with a shared commitment to student success across our entire community. We believe that every staff member contributes to our students' achievements, setting high expectations and encouraging all students to aim for success. Our goal is to ensure that every child, regardless of background or any challenges they may face, makes progress, achieves high standards in all subjects and leaves our school as well-rounded individuals prepared for the next phase of their education.

Our pupil premium strategy is dedicated to supporting disadvantaged students in reaching these goals, including those who are already high achievers. While we recognise factors like Pupil Premium eligibility, SEND, and other unique needs or vulnerabilities, our priority is to support every student, providing high-quality teaching supplemented by targeted intervention when needed. This includes academic interventions as well as mental health and well-being support.

High-quality teaching is central to our approach, particularly in areas where disadvantaged students require additional support, such as oral language and literacy. This approach has the strongest impact on closing the achievement gap and benefits all students, not only those who are disadvantaged. Our intended outcomes reflect our commitment to sustaining and improving attainment for non-disadvantaged students as well, while ensuring progress for their disadvantaged peers.

To help our students meet age related expectations and close achievement gaps, we carefully plan targeted support, especially as more students require additional help after the pandemic. This support is aimed at all students who need it, with a significant portion of these students being disadvantaged, while others may also benefit from additional intervention.

Our approach is responsive to common challenges and individual needs, relying on observations and assessments rather than assumptions about the effects of disadvantage. Continuous assessment and monitoring enable us to identify needs, evaluate the impact of our efforts, and plan next steps. Our selected strategies work together to foster student success, and to maximize their effectiveness, we will:

- Ensure ALL students are challenged by the work they're given
- Act early to provide intervention as soon as needs are identified for ALL children

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils reveal that many disadvantaged students have underdeveloped oral language skills and vocabulary gaps. Additionally, both disadvantaged students and some of their non-disadvantaged peers have fewer life experiences compared to others, which affects the background knowledge they can draw upon to support their learning, particularly in writing and other curriculum areas. These gaps are noticeable from Reception through to Key Stage 2 and are generally more pronounced among disadvantaged pupils than their peers
2	Strong attendance is essential for academic success. Currently, an attendance gap exists between our disadvantaged and non-disadvantaged students for 2023-24, and we are committed to narrowing and ultimately closing this gap. We are dedicated to reducing our persistent absence levels even further in 2024-25. Attendance has been a longstanding challenge across the school, requiring consistent, thorough monitoring and proactive early intervention, with our PSA playing a vital role in this process.
3	Historically disadvantaged children do not achieve and attain as well as their non-disadvantaged peers
4	Assessments and observations, both before the pandemic and increasingly since, indicate that writing attainment among our disadvantaged pupils is behind that of their non-disadvantaged peers, partly due to limited life experiences. Additionally, challenges in early language and speech development, along with underdeveloped fine and gross motor skills upon entry to Early Years, further impact early writing progress.
5	Many disadvantaged pupils demonstrate low self esteem and self confidence with limited aspirations for future education. These challenges have been noted to have been greater and more frequent amongst our disadvantaged children, impacting on attainment and/or attendance. This has meant a greater amount of interventions being focused up mental health and well being.
6	Our PSA manages 15+ Early Help Assessments at any given time, providing support to families in various areas, many of which extend beyond the school's direct control. Working in collaboration with other agencies, the PSA aims to improve outcomes for these families. The majority of children receiving support through Early Help Assessments are from disadvantaged backgrounds. External factors affect attendance, home learning support, and social-emotional wellbeing, all of which can hinder academic progress.

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 teaching of RWI is embedded in EYFS and KS1 and all pupils are assessing as in line with the programme. Where they are not immediate tutoring is in place to enable a “keep up not catch up approach”	Outcomes in the PSC continue to increase and are at least in line with national
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupil (Link to oracy SDP) This is evident in attainment data and internal monitoring (lesson observations, book and work scrutiny and ongoing formative assessment)
Increase the levels of attendance of pupils eligible for PPG grant through the work of the attendance officer, PSA and EWO	There is no gap between the attendance rate of those eligible for PPG and those not
Increase the attainment of pupils eligible for PPG at the end of Key Stage 1 and Key Stage 2	Attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils
Raise the attainment of disadvantaged pupil in MTC at Year 4	Attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils
The SEMH needs of pupils are assessed and met through in school support and appropriate intervention	Appropriate interventions (Feelings group / Incredible Me) are in place to support any PP children with SEMH barriers. These strategies support children in greater academic success as a result of being increasingly ready for learning.
Improve the attendance of pupils eligible for PPG so that the gap narrows between this group of pupils and those not eligible for PPG	All disadvantaged pupils meet the school’s attendance target.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused CPD for the consistent high quality delivery of SSP (RWI) across FS2 and Key Stage 1, including related interventions and tutoring. This CPD may be delivered internally by reading leader</p>	<p>There is a strong evidence base that indicates a well delivered SSP will have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>EEF PHONICS TOOLKIT STRAND</p>	<p>1 3</p>
<p>Development and implementation of reading fluency CPD to support improved attainment in this area.</p> <p>Implementation of ECM reading intent document and revisions to approach of delivery of whole class reading lessons in KS2</p> <p>Use of YARC assessment tool to identify specific areas of need for children not meeting EXS in reading in KS2</p> <p>Effective deployment of support staff to deliver effective interventions designed to improve the reading fluency of children in KS2</p>	<p>EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>EEF BLOG : SHINING A SPOTLIGHT ON READING FLUENCY</p>	<p>1 3</p>
<p>To ensure that a systematic, challenging and progressive writing teaching sequence is</p>	<p>Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing.</p>	<p>1 3</p>

<p>embedded in all classes (in line with the trust writing intent document)</p>	<p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>EEF : IMPROVING LITERACY IN KS2 GUIDANCE REPORT</p>	
<p>Improve attainment in mathematics at KS1 through engagement with SYM Hub “Sustaining Programme” and implementation of Mastering number programme across FS2 and KS1 and Y4 Y5</p>	<p>The Education Endowment Foundation (EEF) has evidence that mastery learning approaches can be effective for improving pupil outcomes,</p>	

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

Budgeted cost: £25,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at all pupils, but including disadvantaged pupils, who require additional support in phonics / early reading</p>	<p>There is a strong evidence base that indicates a well delivered SSP will have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>EEF PHONICS TOOLKIT STRAND</p>	<p>1 3</p>
<p>Use Pupil progress data analysis to create year group action plans and establish small group reading interventions for pupils working below ARE</p> <p>Use YARC reading assessments to accurately pitch reading</p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</p> <p>EEF : SMALL GROUP TUITION</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text</p>	<p>3</p>

<p>interventions and monitor progress over time.</p> <p>Clear intervention timetable to deliver targeted Wave 2 support to identified pupils which is regularly monitored and tracked.</p>	<p>difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific</p> <p>EEF : READING COMPRHENSION STRATEGIES</p>	
<p>Using assessment information available from summative and formative assessment as well as through TTRS identify small groups to support embedding of times tables in preparation for both MTC and UKS2</p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</p> <p>EEF : SMALL GROUP TUITION</p>	<p>1 3</p>
<p>Deployment of additional staff in EYFS to support children with their self-care and basic skills, ensuring early intervention including with self-esteem and physical skills (to support early writing development).</p>	<p>Both one-to-one and small group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind. EEF Toolkit strand: one to one tuition and small group tuition</p>	<p>1 3 4</p>

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

Budgeted cost: £26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continued employment of a full time PSA who has responsibility for</p>	<p>There is a clear link between poorer rates of attendance and lower attainment</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>2 6</p>

attendance including supporting attendance and challenging where attendance is low through working with a brokered EWO and using internal ISAPs as a method for both support and challenge	Research by the Living Streets charity has shown that children who do some form of exercise, especially a walk to school, do better in class because they arrive refreshed, fit and ready to learn. Children also respond to incentives which encourage school attendance.	
PSA to lead EHAs and support families within this process through detailed action plans involving the appropriate professionals.	Research shows the positive impact upon attainment of children when parents aspirations are raised EEF : PARENTAL ENGAGEMENT	2 5
A proportion of the DHT and PSA time to be allocated to the design and implementation of intervention programmes to support the SEMH needs of children across school	A number of organisations, charities and the EEF have produced evidence linking work to support children’s emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	5
PSA to deliver the Webster Stratton Programme to target disadvantaged families and support parenting at home	Research shows the positive impact upon attainment of children when parents aspirations are raised EEF : PARENTAL ENGAGEMENT	2 5
Employment of wellbeing practitioner to deliver Books Beyond Words SEMH intervention	A number of organisations, charities and the EEF have produced evidence linking work to support children’s emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	5
Allocation of 0.4 TA time to delivery of ELSA programme for SEMH support in KS1	A number of organisations, charities and the EEF have produced evidence linking work to support children’s emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	5
Continue to apply for support through local authority household support grant to identify families who may need financial, mental health and wellbeing support	A number of organisations, charities and the EEF have produced evidence linking work to support children’s emotional and social skills with improved outcomes in later life EEF : IMPROVING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS	5 6

Total budgeted cost: £ 77,000

Part B: Review of 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.

Early Language Develop	HEADLINE OUTCOMES											
	GLD	13	76%									
	GLD B	5	63%									
	GLD G	8	89%									
	GLD PP	1	100%									
	GLD NONPP	12	75%									
	GLD SEN	1	25%									
	GLD NOSEN	12	92%									
	CONTEXT		C&L									
	COHORT	17		LAU	S							
BOYS	8	47%	63%	75%								
GIRLS	9	53%	89%	89%								
PP	1	6%	100%	100%								
NO PP	16	70%	75%	81%								
SEN	4	24%	25%	50%								
NO SEN	13	93%	92%	92%								
Only one child in the 23/24 cohort was eligible for PP and they achieved GLD												
Phonics		PP	NO PP	DIFF								
	WT	0%	6%	-6%								
	WA	100%	94%	6%								
	WA+	100%	94%	6%								
	Due to the fact that only one child did not reach the expected standard there is very little to report on attainment gaps between different groups. All children eligible for the PP grant achieved the expected standard in PSC in 2024. Outcomes are above national.											
Key Stage One outcomes	Reading			Writing			Maths					
		All	PP	NonPP		All	PP	NonPP		All	PP	NonPP
	WB	6%	8%	5%	WB	10%	25%	0%	WB	3%	8%	0%
	WTS	23%	17%	26%	WTS	26%	17%	32%	WTS	29%	33%	26%
	EXS	58%	75%	47%	EXS	55%	58%	47%	EXS	52%	58%	47%
	GDS	13%	0%	21%	GDS	10%	0%	16%	GDS	16%	0%	26%
	EXS+	71.0%	75.0%	68.4%	EXS+	64.5%	58.3%	63.2%	EXS+	67.7%	58.3%	73.7%
PP v NonPP	6.6%			PP v Non PP	-4.8%			PP v Non PP	-15.4%			
There are gaps in all three attainment areas between pupils eligible for PP and those not although these are minimal in reading and writing. The gap at combined between those eligible for PP and those not reflects the gap in Maths and stands at 15.4%.												

KS2 Outcomes	Reading			Writing				
		All	PP	NonPP		All	PP	NonPP
	WB	0%	0%	0%	WB	8%	0%	10%
	WTS	24%	20%	25%	WTS	16%	20%	15%
	EXS	44%	60%	40%	EXS	64%	80%	60%
	GDS	32%	20%	35%	GDS	12%	0%	15%
	EXS+	76.0%	80.0%	75.0%	EXS+	76.0%	80%	75%
	PP v NonPP		5.0%		PP v Non PP		5.0%	
	Maths			GPS				
		All	PP	NonPP		All	PP	NonPP
WB	0%	0%	0%	WB	0%	0%	0%	
WTS	20%	20%	20%	WTS	20%	20%	20%	
EXS	48%	80%	40%	EXS	24%	80%	10%	
GDS	32%	0%	40%	GDS	56%	0%	70%	
EXS+	80.0%	80%	80%	EXS+	80%	80%	80%	
PP v Non PP		0.0%		Boys V Girls		0.0%		
There is no performance gap between those children eligible for PP and those not in reading. PP children slightly outperform non-PP children in Reading and Writing								
Attendance	A difference between the attendance of disadvantaged and non-disadvantaged pupils (-4.47%) remains and it is an ongoing focus							
	Attendance continues to form part of our school improvement plan, as well as our pupil premium spending plan, as we constantly strive to ensure all pupils are in school, learning. Families as a whole receive a lot of support as we recognise that in many instances, a child's poor attendance is directly linked to the poor mental health of Parents and/or Carers.							
	Whole School	Disadvantage		Other	SEN Support		EHCP	
94.05	91.53		95.97	91.68		90.64		
Mental Health and Wellbeing	Wellbeing support for all pupils, including targeted interventions and individual, personalised support, continues to be a school priority. So too does our commitment to supporting the wider family. We constantly build on existing approaches in order to tailor support accordingly. We offer face to face support for Parents and Carers and we continue to work with external agencies, including Branching Minds our local mental health team to offer support. We have reviewed our strategy plan and there is little change overall to how we intend to use our budget allocation this year as we have seen progress and anticipate this will continue.							

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

No allocation received as we have no service pupils on roll

The impact of that spending on service pupil premium eligible pupils
--

NA
