

Kexborough Primary School Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 - 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198 (inc 15 FS1)
Proportion (%) of pupil premium eligible pupils	54/185 29%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Miss J Mackay
Pupil premium lead	Miss J MacKay
Governor / Trustee lead	Mrs L Egan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77115
Recovery premium funding allocation this academic year	£7500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£84615

Part A: Pupil premium strategy plan

Statement of intent

At Kexborough Primary School the children sit at the heart of everything that we do. We are determined that all children achieve their full potential by being provided with the highest standards of first quality teaching within a broad and balanced curriculum. We recognise that all children are entitled to this regardless of their background or any challenges that they face.

We do recognise that some of our pupils do come from disadvantaged backgrounds and therefore may require additional support and we will use all available resources to ensure that these children meet their full potential. We recognise that this may extend beyond the classroom and that pastoral care and intervention may also be needed to support academic achievement.

Our tiered approach to Pupil Premium funding provision follows the EEF guidance

- Whole school strategies that impact all pupils
- Acting early to support at the point needed for all children
- Specific targeted support for children eligible for the PPG

Our key aim is to ensure that all of our children, including those eligible for PPG, become independent, skilled, confident members of the school and wider community enabling them to be successful in their learning.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, assessments show that disadvantaged pupils are more likely to have limited oral language skills which leads to slower reading progress and lower reading attainment in subsequent years
2	Disadvantaged children's rates of attendance are historically not as high as the rates of those children not eligible for PPG
3	Historically disadvantaged children do not achieve and attain as well as their non disadvantaged peers
4	Assessments show disadvantaged children do not attain as highly in writing across both KS1 and KS2. Evaluation of current practice has shown that clarity around teaching structure, expectations and progression needs to be embedded.
5	Many disadvantaged pupils demonstrate low self esteem and self confidence with limited aspirations for future education

6	The number of EHAs being lead or attended by school averages around 15. These are supporting our families across a breadth of challenges and involve a great deal of work with other agencies to support attendance, wellbeing and achievement.
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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.

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 embedded in all classes (in line with the trust writing intent document)</p>	<p>Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing.</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>1 3</p>

	EEF : IMPROVING LITERACY IN KS2 GUIDANCE REPORT	
Improve attainment in mathematics at KS1 through engagement with SYM Hub “Sustaining Programme” and implementation of Mastering number programme across FS2 and KS1		

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
Additional phonics sessions targeted at all pupils, but including disadvantaged pupils, who require additional support in phonics / early reading	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 EEF PHONICS TOOLKIT STRAND	1 3
Use Pupil progress data analysis to create year group action plans and establish small group reading interventions for pupils working below ARE Use YARC reading assessments to accurately pitch reading interventions and monitor progress over time. Clear intervention timetable to deliver targeted Wave 2 support to identified pupils which is regularly monitored and tracked.	EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. EEF : SMALL GROUP TUITION 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 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	3

	EEF : READING COMPRHENSION STRATEGIES	
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	EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. EEF : SMALL GROUP TUITION	1 3

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of a full time PSA who has responsibility for 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	There is a clear link between poorer rates of attendance and lower attainment	2 6
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 implementation of the Incredible Me programme 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	Research shows the positive impact upon attainment of children when parents aspirations are raised	2 5

disadvantaged families and support parenting at home	EEF : PARENTAL ENGAGEMENT	
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

Total budgeted cost: £85,600

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 2022 to 2023 academic year.

Early Language Develop	HEADLINE OUTCOMES											
	GLD	19	73%									
	GLD B	9	69%									
	GLD G	10	77%									
	GLD PP	4	57%									
	GLD NONPP	15	79%									
	GLD SEN	0	0%									
	GLD NOSEN	19	79%									
				C&L								
	CONTEXT			LAU	S							
COHORT	26		96%	88%								
BOYS	13	43%	92%	85%								
GIRLS	13	57%	100%	92%								
PP	7	30%	100%	86%								
NO PP	19	70%	95%	89%								
SEN	2	7%	50%	50%								
NO SEN	24	93%	100%	92%								
<p>The headline data shows that children eligible for pupil premium achieve a lower level at GLD than non PP children. (-22%) However, this has decreased by 10% from 2022. The gap at GLD is accounted for through attainment in writing. Attainment in C&L shows no attainment gap between disadvantaged and non disadvantaged children</p>												
Phonics		PP	NO PP	DIFF								
	WT	3%	5%	-2%								
	WA	91%	95%	-4%								
	WA+	91%	95%	-4%								
	<p>Due to the fact that only two children did not reach the expected standard there is very little to report on attainment gaps between different groups. 10/11 children eligible for the PP grant achieved the expected standard in PSC in 2023. Outcomes are above national.</p>											
Key Stage One outcomes	Reading			Writing			Maths					
		All	PP	NonPP		All	PP	NonPP		All	PP	NonPP
	WB	0%	0%	0%	WB	8%	14%	5%	WB	0%	0%	0%
	WTS	27%	43%	21%	WTS	31%	43%	26%	WTS	27%	57%	16%
	EXS	54%	57%	53%	EXS	58%	43%	63%	EXS	54%	29%	63%
	GDS	19%	0%	26%	GDS	4%	0%	5%	GDS	19%	14%	21%
	EXS+	73.1%	57.1%	78.9%	EXS+	61.5%	42.9%	68.4%	EXS+	73.1%	42.9%	84.2%
	PP v NonPP		-21.8%		PP v Non PP		-25.6%		PP v Non PP		-41.4%	

There are performance gaps in all areas however, it needs to be recognised that one child eligible for PP carries a 14% weighting so in the terms of reading the gap represents one child, in writing it represents two children – however it is much more pronounced in Maths.

Y4 MTC

	PP	NO PP	DIFF
WT	70%	56%	14%
WA	30%	44%	-14%
WA+	30%	44%	-14%

Overall 39.3% of children achieved a score of 25/25.

KS2 Outcomes

Reading				Writing			
	All	PP	NonPP		All	PP	NonPP
WB	3%	0%	4%	WB	6%	0%	8%
WTS	19%	25%	17%	WTS	19%	13%	21%
EXS	53%	63%	50%	EXS	66%	88%	58%
GDS	25%	13%	29%	GDS	9%	0%	13%
EXS+	78.1%	75.0%	79.2%	EXS+	75.0%	88%	71%
PP v NonPP			-4.2%	PP v Non PP			16.7%

Maths				GPS			
	All	PP	NonPP		All	PP	NonPP
WB	0%	0%	0%	WB	0%	0%	0%
WTS	25%	38%	21%	WTS	22%	0%	29%
EXS	63%	63%	63%	EXS	41%	63%	33%
GDS	13%	0%	17%	GDS	38%	38%	38%
EXS+	75.0%	63%	79%	EXS+	78%	100%	71%
PP v Non PP			-16.7%	Boys V Girls			29.2%

There is no performance gap between those children eligible for PP and those not in reading. PP children outperform non-PP children in Maths and GPS but the opposite is true in Maths.

Attendance

Overall (July 2023)

- Improved overall attendance by 1.5% in comparison to last academic year
- Being above current local and national % for primary attendance
- Decreasing the rate of persistent absence by 5.8% in comparison to last academic year.
- Having less persistent absence than current local and national averages for primary schools
- Having no severely absent pupils

AUTUMN 2022 AND SPRING 2023

Persistent Absence					
<p>29.1% of your school's Disadvantaged cohort are persistently absent, 16 pupils out of 55.</p> <p>This is 15.5% higher than the national Non-Disadvantaged cohort at 13.6%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has increased by 2.2% from +13.3% in 2021/22, to +15.5% in 2022/23.</p> <p>Your Disadvantaged cohort's persistent absence has increased by 0.8% from 28.3% in 2021/22, to 29.1% in 2022/23.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 55 for persistent absence when compared to other schools.</p>					
<p>GAP TO:</p> <p>National: Non-Disadvantaged +15.5%</p> <p>National: Disadvantaged +0.3%</p> <p>School: Non-Disadvantaged +22.3%</p> <p>SCHOOL: VALUE</p> <p>29.1%</p> <p>+0.8% TREND</p> <p>55th PERCENTILE RANK</p>					
Whole School	Disadvantage	Other	SEN Support	EHCP	
94.69	93.05		93	89.7	

Service pupil premium funding (optional)

<i>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</i>
No allocation received as we have no service pupils on roll
The impact of that spending on service pupil premium eligible pupils
NA