

Pupil premium strategy statement 2021-24

Kirk Merrington Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Kirk Merrington Primary
Number of pupils in school	150 157 167
Proportion (%) of pupil premium eligible pupils	16% 16% (National 20.8) 15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021 Reviewed November 2022 Reviewed September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	N. Murray HT
Pupil premium lead	N. Murray HT
Governor lead	Anne Geary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,140 £35,570 £42,040
Recovery premium funding allocation this academic year	£2,465

	<p>£1,378</p> <p>£0</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<p>£0</p> <p>£0</p> <p>£0</p>
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£32,605</p> <p>£36,948</p> <p>£42,040</p>

Part A: Pupil premium strategy plan

Statement of intent

- The ultimate aim of the pupil premium plan is to promote good progress and attainment for disadvantaged pupils, with gaps narrowing between those classified as disadvantaged and others, as they progress through school
- Children should have access to a broad, balanced and enriched learning experience that prepares them for the next stages in their education journey, raising their aspirations and helping them achieve their maximum potential, whatever their ability; the premium helps ensure pupils are given access to a wide range of experiences that may not be available to them as a result of personal disadvantaged circumstances
- Premium Plans target wider measures, designed to support pastoral and wellbeing needs, including attendance where necessary; specific targeted teaching and intervention; professional development to ensure pupils are taught by a skilled workforce; and a wide range of learning resources to ensure a high-quality education.
- Plans are regularly reviewed and based on analysis of monitoring undertaken across the year

Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonic knowledge due to inconsistencies in teaching during the National Lockdowns Reading (50% below ARE for reading) Children not able to read at the expected standard
2	Increased percentage of children with absence or persistent absence.
3	Social and Emotional Wellbeing difficulties for some children and their families with an increased number of children suffering from anxiety and low self-confidence.
4	Parental Engagement (Parents mental health and wellbeing)
5	Limited access to wider cultural opportunities and experiences.

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
<p>To increase the number of children reading at age-related standard (62% are now reading at ARE from 50%) (80% are now reading at ARE up from 62%)</p>	<p>Little Wandle Resources purchased Fidelity to Little Wandle phonic scheme with reading consistently taught All staff received Little Wandle CPD and are now highly skilled Gaps in phonic knowledge are identified and addressed immediately Reading is taught well across the school.</p>
<p>Support the attendance of the most vulnerable children 2021-2022 disadvantaged attendance was 92.9% compared to 95.3% for others 5 disadvantaged children were PA compared to 5 others PA 2022-2023 disadvantaged attendance was 93.4% compared to 95.4% for others 5 disadvantaged children were PA compared to 7 others PA</p>	<p>All disadvantaged children achieve the National attendance of 95% (allowing for mitigating circumstances)</p>
<p>Improving the social and emotional wellbeing of the most vulnerable pupils, ensuring regular attendance and readiness to engage and learn</p>	<p>Identified children receive 1:1 counselling sessions (20%) TA to receive ELSA training Identified children access ELSA sessions</p>
<p>Improve Parental Engagement</p>	<p>Parents will support their children with Reading and homework. Parents will attend meetings in school. Parents will attend workshops. Parents will be invited to coffee mornings and offer wider training (Multiply for Maths)</p>
<p>Provide children with a broad range of experiences outside of their usual range. (to include after school clubs as well as visits)</p>	<p>Disadvantaged children access the same experiences as their peers which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.</p>

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: £ 22,582.50 **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for school staff-</p> <p>Little Wandle training to ensure consistency and fidelity to the programme</p> <p>(Completed: Reading comprehension training from FFT EYFS changes)</p> <p>Release time for Coaching</p>	<p>Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning. EEF research suggests:</p> <ul style="list-style-type: none"> • - a gain of 5 months when children are offered challenge within the curriculum, using mastery approaches, and collaborative approaches <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> • - a gain of 5 months when pupils are able to work collaboratively <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> • - a gain of 5 months with effective phonics teaching <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p> <ul style="list-style-type: none"> - A gain of +6 months when children are offered effective reading comprehension <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p> <ul style="list-style-type: none"> - a gain of +6 months for effective early numeracy approaches <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlynumeracy-approaches</p> <ul style="list-style-type: none"> - a gain of +4 months for early literacy approaches <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlyliteracy-approaches</p>	<p>1,2,3 &4</p>
<p>Additional staff in EYFS</p> <p>(NELI Additional reading sessions and language development)</p> <p>ELKAN training</p> <p>Access to Northern Lights Hub</p>	<ul style="list-style-type: none"> -a gain of +4 months for early literacy approaches <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlyliteracy-approaches</p> <ul style="list-style-type: none"> - staff able to ensure effective early play +5 months <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/playbased-learning</p>	<p>1, 3</p>

<p>Additional teacher to teach English, and Maths in pure year group classes (Not Science) Pure year group classes in Y5 + Y6</p>	<p>“Great teaching is the most important lever schools have to improve outcomes for their pupils. “(EEF Guide)</p> <p>Reducing class size to below 20, using well-trained staff with a high level of expertise, improves the quality of learning and feedback as well as one to one attention pupils receive and can results in gains of up to +3 months. EEF evidence suggests https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Reduced Class size for English provides improved opportunities for the teaching of reading comprehension, including additional high quality Guided Reading Sessions</p> <p>EEF findings indicate the teaching of reading comprehension strategies can have a +6 months impact on reading</p> <p>Reduced Class sizes enables provision of personalised high quality feedback</p> <p>EEF findings indicate that high quality feedback has a high impact +8 months</p>	<p>1, 2, 3</p>
<p>Whole school CPD Cognitive Science for helping children to remember more Continue with additional training</p>	<p>Bespoke CPD Reading strategies to support children with specific literacy difficulties including dyslexia.</p> <p>Follow-up staff CPD workshop</p> <p>CPD to develop a Whole school approach to Cognitive Strategies</p> <p>EEF research indicates the benefits of selected CPD which is well-designed and properly implemented. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.(Characteristics of effective Teacher Professional Development EEF 6/10/2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	<p>1, 3, 4, 2</p>
<p>Whole school CPD Training for the HLTA on Connecting Children Zones of Regulation Training</p>	<p>Social and Emotional Learning</p> <p>EEF Research show impact of +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	

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

Budgeted cost: £ 6465 **£1508**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Completed: FFT Tutoring with the Lightening Squad (small group reading programme) £2700- for 20 children for 6 weeks</p>	<p>Evidence from the EEF research suggests: - Gains of +4 months for small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p>	<p>1, 3</p>
<p>NFER – Standardised Assessment Materials</p>	<p>Part of effective teaching and learning. Ability to accurately assess learning and identify gaps in learning against a national standard.</p> <p>Use Assessment material as part of the process in using high-quality information about pupils’ current capabilities to select the best next steps for teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Also, using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers’ decision-making</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 3</p>
<p>Spelling Shed Subscription £198</p> <p>Times table Rockstars Subscription £114</p> <p>Letter-join Subscription £216</p>	<p>Evidence from EEF research indicates that digital technology suggests: +4 month gain for digital technology</p> <p>EEF research findings show that providing digital technology packages that enable children to practice can impact on their ability to remember key concepts and ideas.</p> <p>https://dera.ioe.ac.uk/33229/1/EEF_Digital_Technology_Guidance_Report.pdf</p> <p>Also, EEF research indicates effective literacy practice should include: “Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 4</p>

Technology packages to support reading £2940 for 3 years (£980 per year)	Annual licence for Lexia EEF evidence for Lexia identified: <ul style="list-style-type: none"> Struggling readers achieved +2 months' progress compared to non-users in as little as 16 hours of program use EEF awarded a high 'padlock' rating, enabling schools to draw strong conclusions on impact. The study deemed Lexia as a 'very low cost' program. Fidelity of implementation in schools was 'high'	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5591.50 ~~£7591.50~~ £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Aspire used to track attendance more closely (not continuing)	Attendance trends are quickly identified, children and families supported. EEF parental engagement	2
1:1 sessions with a School Counsellor	Ensure emotional wellbeing of pupils. Provide relevant strategies to support regulation and ensure access to learning. EEF research: social and emotional learning +4 months	2, 3, 4
ELSA Training and Interventions Zones of Regulation training	ELSA Training – 1 member of staff to access 5 - day training course EEF research: social and emotional learning +4 months	2, 3, 4
Children provided with outdoor learning activities once per term	EEF suggests: - Outdoor and adventure learning provides pupils who are disadvantaged with experiences they may not otherwise have. Opportunities provided impact on resilience, self-confidence and motivations, and although not necessarily definitive in the number of months gained, these activities may in turn have positive benefits in terms of academic progress. There are wider benefits in terms of self-confidence and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning	1, 2, 3, 4
Access to enrichment	EEF suggests:	

<p>experiences, visits, residential and clubs</p> <p>Clubs to be free-increased subsidies for visits</p>	<p>-Outdoor Adventure Learning provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions. Support for pupils to overcome challenges and experience success.</p>	
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Total budgeted cost: £ 42,508.00

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 2022 to 2023 academic year.

100% of the PP children in Year 6 met the Expected Standard or Greater Depth for Reading. All the Year 6 children attended the residential.

80% of PP children are working at ARE for Reading

76% of PP children are working at ARE for Writing

80% of PP children are working at ARE for Maths

100% of PP children attended an after school club

4 children worked with the school counsellor

3 children had ELSA support

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

Service pupil premium funding (optional)

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

Measure	Details