

Pupil Premium Strategy Statement 2024-27

Kirk Merrington Primary School



This statement details our school's use of pupil premium 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	172 181
Proportion (%) of pupil premium eligible pupils	14% 13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026
Date this statement was published	November 2024 November 2025
Date on which it will be reviewed	November 2025 November 2026
Statement authorised by	N. Murray HT
Pupil premium lead	N. Murray HT
Governor lead	Anne Geary Pippa Procter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,310 £42,335
Recovery premium funding allocation this academic year	£0 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0

Total budget for this academic year	£41,310 £42,335
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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	Children not reading at the expected standard- phonics, comprehension, not practising reading at home.
2	Poor speech and language skills- limited vocabulary.
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	Parents mental health and wellbeing- parental engagement
5	Limited access to wider cultural opportunities and experiences.
6	Our assessments and observations indicate that the aspect of children's writing which is weakest is their understanding of sentence structure. This hinders fluent and expressive writing over time, particularly for Pupil Premium pupils.

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
To increase the number of children reading at age-related standard	The attainment gap between the disadvantaged pupils and their peers will be reduced.
To ensure children have quality interactions. To ensure staff are skilled in developing Oracy and follow a clear planned programme for vocabulary acquisition.	Children will have a wider range of vocabulary when speaking which can then be used in their writing. Vocabulary will not be a barrier across the wider curriculum
Improving the social and emotional wellbeing of the most vulnerable pupils, ensuring regular attendance and readiness to engage and learn	Children will have increased resilience. Children will have strategies for managing their feelings. Attendance of disadvantaged pupils will be in line with their peers.
Improve Parental Engagement and signpost to support for their wellbeing.	An increased number of parents will attend targeted support sessions. Parents will feel able to share wellbeing concerns. Parents will feel more confident supporting their child's learning at home.
Provide children with a broad range of experiences outside of their usual range.	All Pupil Premium children attend school funded after school extra-curricular activities. Cost is not a barrier to any Pupil Premium children taking part in any school experience.
Improved writing attainment for Pupil Premium pupils	Writing outcomes for Pupil Premium children are strong – and in line with 'other' children in the cohort, including the proportion of children working at greater depth in each year group

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: £ 3,000

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>Release time for Coaching</p> <p>Quality First Teaching CPD</p> <p>National College subscription (Staff CPD)</p> <p>Bespoke CPD Reading strategies to support children with specific literacy difficulties including dyslexia</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.</p> <p>EEF research suggests: A gain of 5 months with effective phonics teaching “There is extensive evidence that phonics is a key component in the development of early reading skills, particularly for those children from disadvantaged backgrounds.”</p> <p>A gain of 6 months when children are offered effective reading comprehension</p> <p>Teaching and Learning Toolkit EEF</p>	1 & 2
<p>Whole school CPD- Oracy</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>A gain of 6 months when children receive oral language interventions</p> <p>Teaching and Learning Toolkit EEF</p>	2
<p>Improve the teaching of writing, through the development of the writing sequence and staff pedagogical knowledge</p>	<p>Evidence suggests that teaching young children to write requires pupils to use strategies for planning and monitoring their writing. Pupils' writing can be improved by teaching them to successfully plan and monitor their writing, including their use of correct grammar. Producing quality writing is a process not a single event. Explicitly teaching a number of</p>	6

We will fund teacher release time to share best practice	different strategies is likely to help, depending on the current skills of the writer. Teaching and Learning Toolkit EEF	
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Academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000 **32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staffing levels to facilitate one to one keep up reading sessions	EEF research findings show that individual instruction can impact by +4 months A gain of 5 months with effective phonics teaching A gain of 6 months when children are offered effective reading comprehension	1
High quality small group teacher and TA led sessions to target gaps in learning identified through assessment. (Inc. Y6 booster)	Providing children with quality feedback on learning has been shown to have a high impact of 6 months. Working as group to review written work or teach a specific gap allows the adult to give detailed and bespoke feedback. Small group tuition has a gain of +4 months.	1, 3
High quality small group teacher and TA led sessions to target speech difficulties and vocabulary interventions	A gain of 6 months when children receive oral language interventions	2
Spelling Shed Subscription- unsubscribed due to poor impact Times table Rockstars Subscription	Subscriptions are used for homework to engage the children and support parental engagement EEF research findings show that parental engagement can impact by +4 and homework can impact by +5 Teaching and Learning Toolkit EEF	4
Additional spelling and writing sessions targeted at Pupil Premium pupils who require further support. This includes more able children who have the potential to reach greater depth.	Education Endowment Foundation EEF Writing Approaches in Years 3 to 13: Evidence Review	6

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

Budgeted cost: £8,500 (cost of clubs has increased)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 sessions with a School Counsellor (no longer available)	Ensure emotional wellbeing of pupils. Provide relevant strategies to support regulation and ensure access to learning. EEF research: social and emotional learning has an impact of +4 months	3
1:1 sessions with a EWELL team worker	Ensure emotional wellbeing of pupils. Provide relevant strategies to support regulation and ensure access to learning. EEF research: social and emotional learning has an impact of +4 months	3
Access to enrichment experiences, visits, residential and subsidised music tuition	Experiences and visits enhance children's vocabulary. EEF suggests: 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. Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions. Support for pupils to overcome challenges and experience success. Arts participation has an impact of +3 month	5
Access to free extra-curricular clubs	Children to have the same access as their peers so there is equality of opportunity. Sports clubs have a benefit to health and wellbeing. Children have quality interactions with a range of adults and their peers which enhances their language.	5
Parents offered a range of support (wellbeing sessions, Durham learn, Multiply project, uniform swap, SEND coffee mornings and signposting to wider services)	Children need a stable home life and their basic needs met to thrive. Experience shows that children can become anxious when parental wellbeing is a concern. Children perform better in school when parents are engaged and interested in their learning. Teaching and Learning Toolkit EEF	4

Total budgeted cost: £ 41,500 £42,335

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 2024 to 2025 academic year.

Attendance for this group is 94% which is above National expectations.
Average score in MTC was 24.2
100% achieved ARE in Reading and Maths at KS2.
75% achieved combined ARE in R,W + M at KS2
88% attended an after-school club
Parental engagement at offered events was low

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