

Pupil premium strategy– Kirk Langley Church of England School

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

School overview

Detail	Data
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022-July 2023 September 2023-July 2024 September 2024-July 2025
Date this statement was published	20th December 2022
Date on which it will be reviewed	1 st July 2023
Statement authorised by	Jayne Stevenson, Head teacher
Pupil premium lead	William Mayes, SENDCo
Governor / Trustee lead	Rachel Haslam, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,145 (£4820Dis) Budget year: April 2022-March 2023
Recovery premium funding allocation this academic year	£2,300 September 2022-August 2023

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£14,582
<p>Total budget for this academic year</p> <p><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></p>	£40,027

Part A: Pupil premium strategy plan

Statement of intent

At Kirk Langley C of E school, we target the use of pupil premium funding to enable them to be active socially responsible. Our curriculum is planned to remove barriers to learning that our children may face. No child is left behind and each child is given support to enable to have the skills and knowledge to prepare them of the next stage. We also aim to provide enrichment experience through our curriculum offer. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Writing-to improve provision and attainment for writing for PP children. Particularly transcription writing to support their creative writing. In writing to close the gap between KS1 and KS2.
2	Reading- whilst the chronological reading age is broadly in line, the independence to respond to respond to inference is not as strong for PP children.
3	Attendance data shows that some of the children with pupil premium have a lower attendance (94%) which can affect their attainment and progress in school. Our adoptive children are often late into school and miss out on morning work. This impacts their progress and social skills as they need to catch up.
4	Memory- implement memory strategies that can help children to hold on to more knowledge.
5	Mathematical reasoning
6	Enrichment

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
Writing	At the end of KS2 66% to achieve expected standard for genre and GPS. KS1 100% in writing. Introduce home learning club with face to face support with teachers for the most vulnerable .
Reading	At the end of KS2 66% to achieve expected standard for genre and GPS. KS1 100% in writing. In EYFS 100% in reading.
To improve attendance across the disadvantaged children.	Continue to work with Ella Richardson, Early help advisor, to monitor attendance. To sustained attendance by

	2024-25 for all pupils so less school is missed. To increase funding in positive play to improve well-being.
Memory	Modelled scaffolded visual support planned and sessions 8.40-9 and 9-9.30 for keep up. Auditory processing games.
Maths	At the end of KS2 66% to achieve expected standard for genre and GPS. KS1 100% in writing.
Enrichment	Children exposed to trips and sports clubs.

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: £15,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading will be a key priority on the school improvement plan. rocket phonics, VIPERS. Whole class shared reading approach continued with high quality whole class text. EYFS-UKS2. Particular focus on pupils in receipt of PP not making expected progress in reading.	See school improvement plan 2022-23 EEF improving literacy in KS2 EEF foundation document.	1,2
All teacher to work collaboratively using the EEF recommendation of 5 a day to build effective strategies for retention ok	See EEF toolkit high quality teaching.	1, 2

knowledge and skills in particular the Pp pupils. Consistent approach to reading and writing following teaching sequences with reading and writing genres.		
Re-establish links with the George Spence maths hub to further embed maths no problem in EYFS starting in September 2022 to provide consistent approach in school for EYFS to year 6. Continued professional development for all staff to embed think, solve explain across the school for reasoning and pictorial representation.	See EFYS research report improving maths in Early Year and KS1.	5

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

Budgeted cost: £11,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated home learning club 30 minutes four days a week. 8.40 -9.00 intervention ties 5 days a week. 9.00-9.30 registration time 5 times a day. Effective deployment of QTS staff to support key children in year groups.	The EFF toolkit guidance. "Some pupils make require additional support along side high quality teaching in order to make good progress. The evidence indicates that one to on interventions can be a powerful tool for supporting these pupils when used carefully.	1,2,5

Targeted intervention given by QTS staff		
Staff liaise with identified support with home to alleviate barriers to learning in school.		1,2,5
To analyse formative and summative assessment data to identify children who need keep up and targeted intervention and termly pupil progress meetings.	The EEF guidance says “these interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.”	1,2,5
Purchase of rocket phonics for year 2.		1, 2

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

Budgeted cost: £ 8,000 (Additional school budget funding.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports club paid for by trained sports coaches		3,6
Positive play and a play leader for each class.		3,6
School trips and enrichments paid for.		3,6
Well planned transition into EYFS and into KS2		
Funding for attendance policy and medical conditions policy. And attendance to be a key focus at parent consultations. Attendance		

monitoring 6 times per year.		
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Total budgeted cost: £ 34,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact July 2022
<p>PP children have a reading age in line with a chronological age.</p> <p>Intended outcome-reading fluency and VIPERS comprehension</p> <p>PP children have a reading age in line with a chronological age.</p> <p>PP Children make the same or better progress than non-pp</p>	<p>Phonics screening 100% non pp 100% PP children in KS1 broadly in line with peers.</p> <p>PP children in KS2 66% attained</p> <p>Although 2/3 attained KS2 reading outcomes Non pp was 91%. Of the PP pupils 1 was depth in reading</p>
Writing	<p>In genre writing pp children were broadly in line with KS1 and KS2.</p> <p>100% in KS2 in GPS 33% did not reach standard 66% did and 33% were depth.</p>
Maths	<p>Reasoning broadly inline with non pp at KS1</p> <p>66% passed KS2</p> <p>33% greater depth</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table rock stars	Times Table rock stars

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>
This was spent on core subjects and extra enrichment.
The impact of that spending on service pupil premium eligible pupils
Our service child got 100% secure in reading, writing and maths.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.