

Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled within the past 6 years (Ever 6). It is also allocated to children who have been Looked After (CLA) and to children whose parents are members of the Armed Forces. The funding is intended to narrow the achievement gap between PP children and their peers and all schools are required to report on the amount of funding received and how it has been used.

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 Langley Church of England Primary School |
| Number of pupils in school | 101 |
| Proportion (%) of pupil premium eligible pupils | 13 % |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | J Stevenson |
| Pupil premium lead | Jayne Stevenson |
| Governor | Anne Penny |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year 14 x 1345 2 x 2345 | £ 23 520 |
| Recovery premium funding allocation this academic year Making Good Progress £20,000 DFE Grant = £1052 Catch Up extra = £3200 | £24 252 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £47 772 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Kirk Langley Church of England Primary is a small village school a few miles away from Derby city. Our school is half-form entry and in Lower Key Stage 2 and Upper Key Stage 2 we combined the cohorts. In Reception, Year 1 and Year 2 the cohorts are kept separate. In Key Stage 2 the children are taught in mixed cohorts of Year 3 and 4 and Year 5 and 6.

Ultimate Objectives

- To ensure we maintain the expected outcomes between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress in Reception and KS1. In Mixed Year 3 and 4 ; Year 5 and 6 a Class Teacher will work alongside a HLTA to enable a ratio of 1:15 across the whole school.
 - To allocate a 'Catch Up' HLTA focused on overcoming gaps in learning
 - 1-1 support where identified beyond Quality First Teaching and Learning.
 - Additional teaching and learning opportunities provided through trained sports lead via RS Coaching external provider and affiliated AVSSP.
 - All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
 - Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
 - Transition from primary to secondary and transition internally and into EYFS.
 - Additional learning support.
 - Supplement activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
 - Support the funding of specialist learning software.
-
- Positive Play support during lunchtimes by providing activities to engage and promote our vision and values to enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------|--|
| 1 | Pupils have fewer opportunities to practice and apply their early reading and phonics skills outside of phonics lessons including at home. This is sometimes due to parental confidence, subject knowledge, and access to appropriate resources. |
| 2 | Pupils need focused language and vocabulary acquisition; this can impact on making more rapid progress in Writing across the school. |
| 3 | Pupils find applying the skills of reasoning and problem solving in mathematics a challenge, specifically in Key Stage Two. |
| External barriers | |
| 4 | Attendance monitoring across 2021 2022 due to Covid and Winter pressures |
| 5 | Pupils lack confidence and therefore are less resilient post disruptive year 2019-2020 and 2020 – 2021. This impacts on all areas of the curriculum and achievement. |

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 |
|-------------------------|--|
| Progress in Reading | Achieve expected to better than progress in Reading |
| Progress in Writing | Achieve expected to better than progress scores Writing |
| Progress in Mathematics | Achieve expected to better than progress scores in Maths |
| Phonics | Achieve expected levels of progress and pass Phonics Screening check |
| Other | Ensure attendance of disadvantaged pupils is above 96% |

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: £13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| All new staff delivering phonics to attend CDP Training (to train x4 staff members, including cover and Twilight INSET £3000 including resource needs) | <p>Entry to Reception baseline identified, due to Covid, pupils also needed more learning activities to embed Phase 1 alongside Phase 2 .</p> <p>In Phase 1 of Letters and Sounds program, children focus on developing their speaking and listening skills. They focus on listening to the sounds around them and also begin building on their segmenting and blending skills.</p> <p>Planned activities will support consolidation of Phase 1: Seven aspects of sound: environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.</p> <p>To ensure our Systematic Synthetics Phonics programme is well-resourced and evaluated across 2021 2022 into September 2022. We will adopt the validated Rising Stars Phonics programme and resources.</p> | 1 |
| SENCO x 2 half day for accreditation for 2 Staff (£7600) | Learning for adjusted aspects of the curriculum to enable all children to access age-related expectations. Ensure the Provision Mapping enhances progress for those identified. | |

| | | |
|--|---|--|
| <i>Subscribe to Provision Mapping (£675)</i> | <p>Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p> <p>The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.'</p> | |
|--|---|--|

| | | |
|--------------------------|--|-----------|
| | | |
| <i>Staff CPD (£2000)</i> | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. | 1,2,3,4,5 |

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

Budgeted cost: £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>(£) to Catchup on missed learning hours (20 minutes each day and some identified after school for 20 mins x 3)</i> | The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had an impact on outcomes, especially in 2021 with the January to 8 th March lockdown. | 1,2,3 |
| <i>HLTA. (temp) (£20,000)</i> | To ensure the Quality First Teaching and Learning is supported by experienced Staff who can model and scaffold learning. | 1.2.3. |

| | | |
|---|--|--|
| <i>Positive Play leads x 3 To support the Nurture and Behaviour</i> | | |
|---|--|--|

| | | |
|---|--|-----|
| <i>Times Table Rockstars (£176) – the schools maths data is down to TT and Early Bird Maths</i> | | 3 |
| <i>EY Resourcing (£5000) to meet the need of the new EY Curriculum</i> | Over recent years, a high % of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 87% achieving GLD. Foundation stage attainment is therefore above National (72% in 2019). However, the Writing and Maths aspects were identified as needing resources that ensure all pupils in 2022 meet the requirement of the new framework. | 1,2 |
| <i>EY / KS1 Reading Books (£2000) to ensure the books build and extend Phonics and accelerate reading</i> | <p>We undertook a review of EY to invest in new resources across 2021 to 2022 to ensure the needs of the new curriculum could be met.</p> <p>Adopting the DFE validated Systematic Synthetics Phonics programme Rising Stars to ensure lower attainer readers keep up with their peers. To prevent 'catch up' by using additional funding for Targeted Academic Support.</p> | |

Wider strategies (for example, related to Positive Play)

Budgeted cost: £ 4,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Lunchtime Support (£4,000) to provide high quality games and activities to engage pupils</i> | <p>Extra hours at lunch to support small cohort supervision for Positive Play structures using Val Sabin resource. Time for Positive Play Leads to meet and evaluate pupils who need further support, guidance and skills for inclusion with peers.</p> <p>Resourcing the initiative for language development, collaboration and co-operation for all children. Each cohort to have a designated adult at Lunch.</p> | 4,5 |

| | | |
|------------------------------|---|------------------------|
| | | |
| | Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. | 4 and 5 for well-being |
| | | |
| <i>Residential Costs (£)</i> | Over 90% of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. Residential are linked to Topics that they are studying. | 1,2,3,4,5 |
| <i>Music Partnership (£)</i> | Y5 and 6 go to Whitby – Coastal Study/WW2 All Year 3 and 4 pupils are involved in learning to play instruments each week across the academic year 2021 2022 as Catch-Up after Covid restrictions on practical equipment use in school. | |

Total budgeted cost: £47 700

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 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year:

| Measure | PP/Ever6/Dis | Non-dis |
|----------|-----------------------|-----------------------|
| Progress | R= 4.0, W= 5.5 M= 4.4 | R 4.5 , W 5.3 , M 5.5 |
| R+W+M | 14/18 = 78% | 67/78 = 85% |
| Reading | 15/18= 83% | 69/78=88% |
| Writing | 15/18 =83 % | 70/78=89% |
| Maths | 15/18 = 83% | 75/78= 96% |

Strategy aims for disadvantaged pupils

| Measure | Score |
|--------------------------------------|-------|
| Meeting expected standard at KS2 RWM | 92% |
| Reading | 100% |
| Writing | 92% |
| Maths | 100% |
| Achieving high standard at KS2 RWM | 12% |
| Reading | 31% |
| Writing | 15% |
| Maths | 23% |

33% of the year group were identified as Disadvantaged. The remote learning and Catch-Up recovery across 2020 to 2021 with the focus on Curriculum delivery and design showed that it made an impact on the disadvantaged.

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 |
|----------------------------------|------------------------|
| Letters and Sounds | |
| X Tables Rockstars | TT Rockstars |
| Val Sabin Positive Play resource | NCR Education Services |

Further information

The success at the end of Key Stage 2 shows how effective having smaller class sizes has been. Having additional members of staff, not class based, allows teachers to be focused on how quality first teaching and learning can be planned, adjusted, scaffolded, modelled so all children can make expected progress. At the end of 2

We are now focused on ensuring the expected standard, or better than, for attainment is met. Due to the Covid pandemic and Lockdowns at the end of 2020 we expected Developing. At the end 2021 we set the expectation for attainment at Developing +. At the end of 2022 we will set the expectation at Secure.

Summary of the Success of PP

Our progress figures over several years demonstrate the excellent progress that has historically been achieved at Parklands and which has been continued over the last two years despite the challenges of the COVID-19 pandemic. Since 2017, nearly all progress measures have been significantly above average, and many have them have been in the top 10% of schools nationally. This table summarises our progress figures for the last three years. Since the majority of our pupils are officially identified as Dis-advantaged, and since nearly all of our pupils live in very deprived areas, these whole-school figures demonstrate how we make exceptionally effective use of our PP funding to deliver transformative outcomes for all of our children, from well below-average on-entry attainment to well above-average achievement by the end of KS2.

KS1 to KS2 Progress

| Parklands Primary School | Reading 2019 | Reading 2020 | Reading 2021 | Writing 2019 | Writing 2020 | Writing 2021 | Maths 2019 | Maths 2020 | Maths 2021 |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|
| Progress Score | 3.1 | 1.6 | 4.3 | 4.4 | 3.4 | 4.6 | 4.8 | 2.7 | 4.3 |
| Lower Confidence Interval | 1.3 | -0.4 | 2.2 | 2.7 | 1.6 | 2.6 | 3.2 | 0.7 | 2.2 |
| Upper Confidence Interval | 5.0 | 3.6 | 6.5 | 6.1 | 5.4 | 6.7 | 6.4 | 4.7 | 6.4 |
| Significance | Sig+ | - | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ |