

Pupil premium strategy statement

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.

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	Kimberworth Community Primary School
Number of pupils in school	238 F1 to Y6
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Alison Stothard Headteacher
Governor lead	Jean Hine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,980
Recovery premium funding allocation this academic year	£ 12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,740

Part A: Pupil premium strategy plan

Statement of intent

Klumberworth Community Primary School is a welcoming and inclusive place and we are proud to be at the heart of our community. It is important to us that all our children are successful. We believe that they deserve the best possible chances in life and so we have high expectations of them to ensure that every child is able to achieve their full potential and achieve the highest of standards. During their time in our school, we aim to develop lifelong learners who have the knowledge, skills and confidence needed for the next stage of their learning journey and for their future life.

Our Pupil Premium funding is to be used with the sole intention of reducing the learning gap between Pupil Premium children and those who are not. Our intention is to advantage the disadvantaged. The details below share the challenges, intended outcomes and how the money will be spent over the next 3 years. To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories: quality of teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show low oral language skills and poor vocabulary among many disadvantaged pupils. These are evident from entry in day care and F1 and across the school. This has become even more evident following lockdown with only 20% of children meeting the expected standard in Communication and Language on entry to F1 in 2021.
2	Assessments show that disadvantaged children achieve less well in phonics than their peers in FS and KS1. This has increased during lockdown and partial closure with internal data showing a 20% gap at the end of FS, a 39% gap at the end of Y1 and a 13% gap at the end of Y2. This is leading to an increased number of children needing phonic intervention in KS2.
3	Internal assessments show that maths attainment of disadvantaged pupils in most cohorts is below that of non-disadvantaged pupils. This is significant in some year groups in particular Y2, Y4 and Y5. Analysis of test results and observations of class work indicate that lack of fluency in maths facts negatively impacts children's progress in many areas of maths
4	The number of safeguarding referrals since lockdown has increased, especially regarding domestic violence. An increasing number of families require support with anxiety, behaviour and finance to provide the basics for

	children. These children are then coming in to school needing social and emotional support to manage during the school day allowing them to be successful and achieve their potential academically and socially.
5	Historically, the attendance of disadvantaged children at Kimberworth CPS has been below that of non-disadvantaged children. However, in 2019 and Autumn 2020 our rate of persistent absence was in the lowest 20% of schools with a similar level of deprivation. This is due to the work of the attendance lead proactively supporting, encouraging and enforcing good attendance at school. This needs to remain a priority to ensure that this improvement is sustained.

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
Pupil Premium children to be fluent and confident readers who achieve national expectations in phonics, KS1 and KS2 statutory reading assessments	-Increase in the number of Pupil Premium children achieving the national standard in Phonic Screen and end of key stage assessments - Attainment gap in reading between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to be fluent in addition, subtraction, multiplication and division facts and achieve national expectations in the Y4 multiplication check and KS1 and KS2 statutory maths assessments	-Increase in the number of Pupil Premium children achieving the national standard in Y4 multiplication check and end of key stage maths assessments - Attainment gap in maths between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to meet end of Foundation Stage expectation in Communication and Language and achieve GLD	-Increase in number of Pupil Premium children achieving expected standard in Communication and Language -Increase in number of Pupil Premium children achieving GLD -Attainment gap between PP and non-PP narrowed
Identified children are well supported by the learning mentor to take a full and active part in learning.	-Identified children have bespoke emotional support provided by learning mentor -Behaviour records show identified children take a positive part in the classroom -Identified children make at least expected progress -Families linked to services or supported by appropriate professionals including Early Help
Improvements in attendance are sustained and attendance of disadvantaged pupils is in line with non-disadvantaged.	-Whole school attendance is at or above national

	<ul style="list-style-type: none">-Disadvantaged attendance is at least in line with non-disadvantaged-Focus families are supported and attendance of those children improves-Attendance pathway is followed where necessary-In school rewards for attendance are effective in encouraging children to attend regularly
--	--

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: £44,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Number Sense across the school to develop the children's fluency of addition and subtraction facts.</p> <ul style="list-style-type: none"> -Ensure all classroom based staff are trained in number sense -Subscribe to website to access training and resources -Firmly embed daily Number Sense lessons across the school. -Number sense assessments in place for all KS1 and focus KS2 children -measure impact/progress and regroup -Firmly embed daily Number Sense catch up sessions as required in KS2 -Subject leader non-contact time to monitor, support and ensure quality first teaching 	<p>Fluency of maths facts is one of the 5 big ideas drawn from research by the NCTEM that underpin teaching for maths mastery.</p> <p>The Number Sense approach provides a systematic and structured programmes that enables children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts.</p>	3
<p>Enhance maths teaching and curriculum planning using Ready to Progress materials. Release maths subject leader to lead CPD, embed effective use of guidance and ready to progress materials and</p>	<p>The maths guidance and Ready to Progress criteria has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths. The EEF guide for improving maths in KS2 recommends using assessments to build on pupil's existing knowledge and understanding and using manipulatives and representations to help children engage with mathematical</p>	3

monitor quality of teaching and learning.	ideas. Both of these are supported by the guidance.	
<p>Ensure staff have the knowledge and skills to be expert reading teachers.</p> <p>-Early reading leader to lead weekly staff CPD and monitor and support RWI sessions weekly</p> <p>-Embed reading for pleasure strategies and continue to develop staff knowledge of texts and authors.</p> <p>Leadership time for reading leader.</p> <p>Continue to purchase new books.</p>	<p>One of the key drivers of our school is the intention that ALL our children will learn to read.</p> <p>The English Hub's Early Reading checklist identifies the importance of ongoing CPD to continually develop expert reading teachers in school.</p> <p>Evidence shows that reading for pleasure is a more important indicator of future success than any socio-economic factors and allows children to widen their interests, general knowledge and vocabulary.</p>	1 and 2
<p>Ensure Pupil Premium children can take a full part in the curriculum</p> <p>-Purchase resources to support home learning</p> <p>-Subsidise school visits for pupil premium children</p> <p>-Subsidise after school activities for pupil premium children</p>	<p>It is essential that all our pupils have the same access to the full range of curriculum activities and that family's financial circumstances should not impeded this.</p>	1,2,3,4,5

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

Budgeted cost: £60,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI Programme delivered by trained TA in Spring term for all children below expected in Communication and Language in F2</p>	<p>NELI is a programme to improve children' early language and literacy skills. By providing targeted support we are developing the fundamental foundations needed for future learning. An EEF trail found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive</p>	1

	NELI. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.	
RWI Fresh Start intervention for Y5/6 pupils needing additional phonic teaching	RWI Fresh Start provides systematic approach to synthetic phonics teaching using age appropriate materials. Phonics approaches have a strong evidence base showing a positive impact on pupils, especially those from disadvantaged backgrounds. A targeted intervention delivered as regular sessions are shown to be most effective on average giving an additional 5 months progress over a year. EEF Toolkit -phonics strand	2
RWI intervention for all pupils in Y3/4 who need additional phonic teaching and daily 1-1 catch up.	As above	2
Daily 1:1 RWI catch up for all children working below the expected standard	As above The EEF evidence on 1:1 tuition shows that it is very effective in improving pupil outcomes. RWI sessions is targeted to pupils individual gaps in learning and is carefully linked to class teaching. Evidence shows that short, regular sessions led by trained staff have an impact of +6 months progress, especially in literacy.	2
Small group school based tutoring in maths in Y1 to Y6	Small group tuition has an average impact of 4 additional months progress over a year. Our school based tuition is developed from diagnostic assessments and delivered by our own school staff providing consistency of approach and an effective link between the tuition and classroom work.	3
Increase capacity with an additional part time teacher in Y5/6	See above	3

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

Budgeted cost: £31,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance lead to increase attendance of all pupils, in particular pupil premium children.	For children to take full advantage of quality first teaching and academic support they need good school attendance. The NFER report -Being Present the power of attendance and stability for disadvantaged pupils identifies addressing attendance as a key step. The EEF rapid assessment of attendance states that evidence suggests that small improvements in attendance can lead to meaningful impact for academic outcomes.	5, 1, 2 and 3
Improve attendance of PP through offering free places at Breakfast and After School Club. Provide free breakfast through National School Breakfast Programme	As above	5, 1, 2 and 3
Identify targeted interventions for identified students with learning mentor.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills than their peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Targeted support for individuals and small groups delivered in short, regular sessions by the learning mentor can support children to make an additional 4 months progress.	4, 1, 2 and 3

Total budgeted cost: £136,119

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. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The following data is our own internal assessment for the end of 2020/21 academic year using past Key Stage 2, Key Stage 1 and Phonic Screen assessments.

Phonic Screen	% meeting Phonic screen standard July 2020	% meeting Phonic Screen standard Dec 2020
All children - 30 pupils	59%	80%
Pupil Premium children - 11	45% 5/11 children	73% 8/11 children

End of KS1 Assessments	All children -30 pupils	Pupil premium children- 11 pupils
Reading	45%	45% 5/11 children
Writing	34%	45% 5/11 children
Maths	59%	64% 7/11 children

End of KS2 Assessments	All children- 25 pupils	Pupil premium children -9 pupils
Reading	64%	67% 6/9 children
Writing	40%	44% 4/9 children
Maths	60%	44% 4/9 children