

# Pupil premium strategy statement - Kirton Primary 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	533
Proportion (%) of pupil premium eligible pupils	29% in receipt of PP 36% eligible to FSM
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Neall
Pupil premium lead	Mr Neall
Governor / Trustee lead	Mr Brackenbury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248 640
Recovery premium funding allocation this academic year	£12 071
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£210 527
<b>Total budget for this academic year</b>	<b>£471 238</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, irrespective of their background, 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 this goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, with a focus on areas on teaching intervention, in the form of pre-teaching and post-teaching, for disadvantaged pupils who require the most support. This has proved to have had the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We provide an engaging curriculum.

We use formative assessment and data scrutiny to ensure needs are identified early so that intervention can be put in place.

Our approaches:

- provide an engaging curriculum and quality first teaching;
- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified; and
- 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 <b>Our internal and external data demonstrate that the following can impact negatively on our children's success without effective intervention and support:</b>
1	identified special educational needs
2	poor attendance
3	below average literacy skills on entry, particularly underdeveloped oral language skills and vocabulary gaps

## 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
Raise literary skills to at least the national average for disadvantaged children	<p><i>Phonic skills in end-of-Y1 screening to be at least in line with national levels with a particular emphasis on achievement for disadvantaged children.</i></p> <p>SAT results in Y6 to be at least in line with national levels with a particular emphasis on achievement for disadvantaged children.</p> <p><i>Speech and language programmes to demonstrate progress that mean the majority of children have no identifiable need by the end of Y6.</i></p>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance levels to be at least in line with the national average
Provision of an engaging, effective and inclusive curriculum.	<p>Progress made for children with identified SEN to be higher than those not identified with SEN by Y6 (compared to Y2).</p> <p>Attendance levels to be at least in line with the national average.</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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SALT delivery in school for those children who require it, including Wellcomm in the Foundation Stage.</i>	<p>There is a strong evidence base that suggests oral language interventions have a high impact on children's reading and writing achievement, as well as raising self-esteem.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	1, 3

	<p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<i>Scrutinising attendance data and supporting parents through attendance panels to ensure their children attend school regularly.</i>	There is a strong evidence base that suggests that high school attendance has a positive impact on children's achievement.	2

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

Budgeted cost: £ 202,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of 'Little Wandle' phonics programme to be supported by an intensive 'keep up' programme of intervention, particularly for the disadvantaged.</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3
<i>Literacy and numeracy intervention from Y2 to Y6 to ensure children close the gap.</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to our school's 'High Street' and our school's 'Coronation Garden'.</i>	There is a strong evidence base that suggests that an engaging curriculum improves school attendance which, in turn, raises attainment. Engaging curricula improve self-esteem.	1, 2, 3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	There is a strong evidence base that suggests that both targeted interventions and universal approaches can have positive overall effect which it turn have a positive impact on attendance and achievement.	2, 3

**Total budgeted cost: £352,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of Pupil Premium Funding for the Academic Year 2023/24

#### Key Stage 2 Data (SAT results) 2024 for Kirton Primary School (KPS)

#### Percentage of All Pupils Achieving the Expected Standard in Reading, Writing and Maths

	KPS 2022	KPS 2023	KPS 2024	National 2024	Local Authority 2024
R,W+M combined	71	73	68	61	56
Reading	77	76	76	74	70
Writing	89	85	92	72	69
Maths	79	83	76	73	69
GPS	75	72	68	72	69

#### Percentage of Disadvantaged Pupils Achieving the Expected Standard in Reading, Writing and Maths

	KPS 2022 (disadvantaged)	KPS 2023 (disadvantaged)	KPS 2024 (disadvantaged)	National 2024 (disadvantaged)
R, W+M	55	58	58	45
Reading	66	61	63	63
Writing	81	68	83	58
Maths	61	68	71	59
GPS	59	58	50	59

#### Analysis:

The percentage of disadvantaged pupils at Kirton Primary School, attaining the expected standard in reading, writing and maths at the end of KS2, is close to the national average attained for all pupil nationally (58% compared to 61%). This is considerably higher than would be predicted.

The percentage of disadvantaged pupils at Kirton Primary School, attaining the expected level in all areas at the end of KS2, is significantly higher than the percentage of disadvantaged pupils nationally attaining the expected levels (58% compared to 45%). This is higher than would be predicted for a school with our pupils' characteristics.

Disadvantaged pupils achieve well compared to national levels at Kirton Primary School, particularly when their starting points are taken into account. However, gaps remain between those pupils who are disadvantaged and those who are not at our school, as they do nationally.

The pupil premium funding will continue to be used to raise attainment for disadvantaged pupils which will close the gap between them and those who are not disadvantaged.

## Externally provided programme

*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
n/a	n/a