

Evaluation - Kinderley School Pupil Premium Strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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		Data
Number of pupils in school		70
Proportion (%) of pupil premium eligible pupils		53% (37 children)
Academic year/years that our current pupil premium strategy plan covers		2023-2026
Date this statement was published		November 2024
Date on which it will be reviewed		July 2025
Statement authorised by:		
Pupil premium lead		Haidee Norman
Governor lead		Maggie Barwell
Funding Overview		Amount
Pupil premium funding allocation this academic year		£46,500
Pupil premium funding carried forward from previous years		£0
Total budget for this academic year		£46, 500

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors of Kinderley Primary School are committed to improving the life chances for all 'socially disadvantaged' pupils through targeted support within a caring and nurturing environment. We aim to develop a love of learning in children and for them to acquire the academic skills necessary to flourish in school, and as adults in the community.

We do this first and foremost through quality first teaching. In addition to this, we employ support staff specifically to support children entitled to the pupil premium. This is responsive to their needs.

We ensure that;

- *Individual pupils are assessed*
- *Gaps in their learning are addressed rapidly through high quality teaching*
- *Expectations for all pupils are high.*

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP and non PP remains an issue, however, intervention from the support staff is helping to mitigate this difference. This is particularly evident in reading. This impacts on attainment particularly for the younger pupils.
2	A small number of parents of disadvantaged pupils are "hard to reach" and their lack of engagement potentially hinders progress and attainment. Some children have experienced childhood trauma which needs acknowledging and supporting.

3	Attendance for some children in receipt of PP showed that some pupils had attendance below 96% and were persistent absentees (below 90%).
4	Around half of the children in receipt of PP have additional needs, either educational, medical needs or wellbeing issues.
5	Our children face difficulties with vocabulary, as they do not always read widely, or have vocabulary supported outside of school. Children eligible for PP have limited out-of-school experiences, which limits their vocabulary acquisition and understanding of the world.
6	As there are few opportunities for highly paid work in the local area, many of the children lack ambition and aspiration in terms of their future employment options and their own potential.

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
All children make at least expected progress in reading and writing. Where possible this progress is accelerated.	All PP pupils achieve similar results to their peers in reading and writing, including the more able PP pupils. Pupils are helped to improve their reading skills through teaching assistant support and regular intervention. Analysis of data and monitoring of PP group will show that these pupils are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised.	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve in line with other pupils.

<p>Provide rich curriculum experiences.</p> <p>Ensure that all children are able to participate in events and activities.</p>	<p>Children have opportunities to expand their vocabulary and experiences through a knowledge rich curriculum.</p> <p>Trips and experiences which take place in school, are subsidised as required.</p>
<p>Ensure that all children are able to share their worries/concerns and process past trauma.</p>	<p>Providing access to a play therapist so that all pupils are 'ready to learn'.</p> <p>All staff are training in a therapeutic approach.</p> <p>ELSA support is available.</p>
<p>Increase parental engagement.</p>	<p>Each PP family attends at least one school-based engagement event to support their child in their learning. Attendance at open mornings, fundraising events and parents evening will increase, as evidenced through monitoring numbers over the year.</p> <p>Increase in positive feedback /comments on parental questionnaires.</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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ensure quality first teaching addresses PP pupil's needs through careful differentiation and targeted support within class.</p> <p>Adaptation of CUSP.</p> <p>Every child receives teaching which is good in every classroom every day. 100% good or better teaching everyday through use and adaptation of CUSP. CPD for teachers with the focus on reading skills to enable high quality teaching for all.</p> <p>On-going training for RWInc and access to the phonics portal for staff and children.</p> <p>Staff are trained to deliver interventions for reading, writing and maths.</p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement) 	<p>1, 4 & 5</p>
<p>Ensure PP pupils are highlighted and discussed during pupil progress meetings with clear strategies implemented for their progress</p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement) 	<p>1, 4 & 5</p>

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support small groups of children (1 : 3) to develop specific reading and writing strategies using the newly purchased CUSP reading curriculum and Read Write Inc. Daily interventions.	https://educationendowmentfoundation.org.uk/Phonics/EEF <ul style="list-style-type: none"> • study on one to one tuition (+ 5 months improvement) • study on teaching assistant intervention (+ 4 months improvement) 	1, 4 & 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF	1 & 5
Raising early achievement in literacy (REAL) aims to improve children's early literacy by teaching parents effective strategies for supporting their children's learning.	REAL: Short-term positive impact on child outcomes from at least one rigorous evaluation according to the Early Intervention Foundation. REAL assumes that children's early literacy skills can be improved through effective parental strategies for supporting children's learning. REAL provides parents of pre-school children with strategies, ways of thinking about their roles, and resources to enable them to support their child's development of literacy skills. In the short term, children's literacy skills improve. In the long term, the programme is designed to improve children's literacy achievement in school. https://guidebook.eif.org.uk/programme/raising-early-achievement-in-literacy	1 & 5
Purchase of standardised diagnostic assessments (PIXL).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation EEF	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> study of arts participation (+3 months improvement) 	4, 5 & 6
<p>Play Therapist to ensure children are ready to learn.</p> <p>Whole staff training in a therapeutic approach.</p> <p>Provision of ELSA trained PP Champion to support nurture for vulnerable children.</p> <p>Improve the quality of social and emotional learning through a relevant PSHE curriculum.</p>	https://educationendowmentfoundation.org.uk Education Endowment Foundation EEF	3 & 4
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK.</p> <p>This will involve training and release time for key staff to develop and implement new procedures and appointing an attendance officer to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 & 3

Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as, lap pads, tunnels, weighted equipment and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3 & 4
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Total budgeted cost: £45,500

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 2023 to 2024 academic year.

In 2023/24 there was a considerable focus on reading, aiming towards all children having the necessary skills ready for the next phase of their educational journey. Read Write Inc was introduced in 2023 as the chosen phonic scheme and we have seen results increase from 25% to 80% in the phonics screening check for Year 1 pupils. There was also an increase from 71% to 100% for pupil premium. However, the National tests at the end of Year 6 in 2024 showed that overall pupils entitled to the pupil premium did not achieve in line in reading and writing when compared to non-pupil premium pupils.

The introduction of CUSP for reading and writing is addressing this gap, along with the introduction of PIXL, a system for standardised diagnostic assessment and linked interventions. Improved attendance is also ensuring that gaps are minimised and children are able to regularly attend interventions and therapies.

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
Additional phonics resources	Read, Write Inc, portal for staff and children, Fresh Start for years 5 & 6
CUSP writing programme	CUSP / Alex Bedford

CUSP reading programme	CUSP / Alex Bedford
Winning at Writing	Year 4
Standardised diagnostic assessment	PIXL
ELSA	Local Authority