

Pupil Premium Strategy Statement 2021-22

1. Summary information					
School	Kirkby Malzeard CE Primary School				
Academic Year	2021/22	Total PP budget	£13,725	Date of most recent PP Review	July 2021
Total number of pupils	88	Number of pupils eligible for PP	9	Date for next internal review of this strategy	July 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for non PP)</i>
% achieving expected standard or above in reading, writing & maths	56% 58% July 2022	<i>(National 70%)</i>
% making expected progress in reading (as measured in the school)	100% 91% July 2022	<i>(National 75%)</i>
% making expected progress in writing (as measured in the school)	78% 83% July 2022	<i>(National 76%)</i>
% making expected progress in mathematics (as measured in the school)	89% 91% July 2022	<i>(National 76%)</i>

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	56% of PP children have not achieved ARE in reading, writing and maths for previous year group. Reading progress has improved but this needs to be maintained in order to support reaching ARE. Progress in writing and maths is not at the same rate as reading.
B.	Some children eligible for PP have poor language skills in EYFS, KS1 and KS2
C.	Consistent engagement in learning from some pupils eligible for PP is lacking and children can be passive learners.
D.	Some pupils eligible for PP have specific needs such as SEMH, low emotional resilience, low self-esteem and social communication needs.
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Previously attendance has been low for some pupils eligible for PP. Even though this has improved, readiness for school remains a barrier. For example, energy levels are low due to nutrition and tiredness and complex family circumstances manifest in school.
F.	Access to extra-curricular and residential opportunities.

4. Desired outcomes <i>(specific outcomes and how they will be measured)</i>	Key Strategies/Actions
<p>A. PP children will attain ARE in reading writing and maths. All PP children will make at least expected progress in reading, writing and maths.</p> <p>Outcome will be measured through internal tracking and assessment procedures.</p>	<ul style="list-style-type: none"> • Dedicated in-class learning mentor to support readiness and engagement in learning which is supported by the class teacher through in-class provision. This will also provide opportunities for the children to develop independent strategies. • Targeted interventions implemented as required • Needs will be highlighted and reviewed in pupil progress meetings termly using an agreed proforma. Pupil premium children will be discussed as individuals.

		<ul style="list-style-type: none"> • Improve quality first teaching of writing and maths <p>Impact July 2022:</p> <p>Maths</p> <ul style="list-style-type: none"> • 91% (11/12) children made expected progress • 33 % (4/12) children made accelerated progress <p>Reading</p> <ul style="list-style-type: none"> • 91% (11/12) children made expected progress • 0% children made accelerated progress <p>Writing</p> <ul style="list-style-type: none"> • 83% (10/12) children made expected progress • 17% (2/12) children made accelerated progress
<p>B.</p>	<p>To greater understand the language needs and barriers for all children including eligible for PP</p> <p>Outcome will be measured through staff confidence levels and needs being indentified more specifically.</p>	<ul style="list-style-type: none"> • NELI programme to be used for EYFS/KS1 children • Language development identified as a need whole school and therefore fed into curriculum implementation strategies • CPD for SENCo and English lead and shared with staff team <p>This target was reviewed in autumn term- no longer relevant for current PP pupils on roll</p>
<p>C.</p>	<p>All children to be actively engaged with their learning. Children will receive support with homework and any access to learning barriers will be removed.</p> <p>Outcome will be measured through pupil voice and staff feedback. Internal tracking will measure rates of progress in learning.</p>	<ul style="list-style-type: none"> • Baseline pupil voice for engagement • Dedicated in-class learning mentor to support readiness and engagement in learning which is supported by the class teacher through in-class provision. This will also provide opportunities for the children to develop independent strategies. • Breakfast club access provided to support being ready for the day and completion of homework. <p>Impact July 2022</p> <ul style="list-style-type: none"> • Pupil voice entry and exit data has informed provision throughout the year and has been a good tool to use to assess children's changing perceptions of their own well being • Reviewing data collection procedures

		<ul style="list-style-type: none"> • See impact data in Section A • 1/12 pupils accepted offer of Breakfast Club – positive impact (see impact report data & subject assessment data) (need to review how we promote the use of Breakfast Club for these children)
D.	<p>Pupils will develop their emotional resilience and increase their self-esteem and will have tools/strategies to overcome emotional and social challenges.</p> <p>Outcomes will be measured using SEMH assessment tool.</p>	<ul style="list-style-type: none"> • Dedicated time with pastoral mentor for 1:1/ drop-ins: <ul style="list-style-type: none"> ○ Develop strategies ○ Communicate emotions/feelings ○ To off-load/talk worries or concerns through • Breakfast club access provided to support being emotionally ready for the day. <p>July 2022 Impact:</p> <ul style="list-style-type: none"> • Assessed impact through pupil and teacher voice – see impact of qualitative data report
E.	<p>Attendance will remain above 95% for all children. Children will be emotionally and physically ready to learn.</p> <p>Outcomes will be measured using the school attendance procedure.</p>	<ul style="list-style-type: none"> • CPD required to support pastoral/admin with using attendance procedure and engaging families • Attendance to be discussed during pupil progress meetings • Breakfast club access provided to support the start of the school day and remove any anxieties about coming to school. <p>July 2022 Impact:</p> <ul style="list-style-type: none"> • See attendance data
F.	<p>All children will be able to access all activities including extra-curricular clubs, educational visits (including residential) and wrap-around care. All pupils will have the appropriate uniform, resources and support to enable them to play a full and active role in school life and feel included, valued and equal regardless of family income and personal circumstances.</p>	<ul style="list-style-type: none"> • Offer financial support when required • Breakfast club access provided • Support with uniform needs as required – as identified by class teacher <p>July 2022 Impact:</p> <ul style="list-style-type: none"> • See Section C Breakfast Club impact

5. Review of expenditure

Previous Academic Year

2020/21

i. Quality of teaching for all

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
A) Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.	<ul style="list-style-type: none"> • Dedicated pastoral mentor 	<ul style="list-style-type: none"> • SEMH assessment tools show progress for some pupils • Teachers report that SEMH skills and self-esteem has improved for most pupils through the strategies used this year. • Children have reported how much the pastoral support enables them to deal with their SEMH needs effectively 	<ul style="list-style-type: none"> • Pupil progress meetings to be used to collate classroom observation data in written form to support verbal communications • Pastoral mentor is a vital part of the school day and has had a positive impact for PP and non-PP children. • Pastoral mentor will be based where the need is within the school. 	Pastoral lead time
B) Higher rates of attainment in reading, writing and maths 'closing of the gap' between ARE and attainment for pupils eligible for pupil premium.	<ul style="list-style-type: none"> • Personalised same-day interventions for reading • Targeted additional reading support from trained staff • Targeted support materials • Whole staff training for improving quality of English 	<ul style="list-style-type: none"> • 56% of PP children achieved ARE in reading, writing and maths • Expected progress made for PP children: <ul style="list-style-type: none"> ○ Reading = 100% ○ Writing = 78% ○ Maths = 89% • This in an improvement in all areas: <ul style="list-style-type: none"> ○ RWM attainment = +42% ○ Reading progress = +58% ○ Writing progress = +64% ○ Maths progress = +61% 	<ul style="list-style-type: none"> • Support provided within the classroom has had a positive impact 	

<p>C) Most children to have made expected or accelerated progress in reading, writing and maths by the end of the academic year.</p>	<ul style="list-style-type: none"> • Personalised same-day interventions • Targeted support materials • 	<ul style="list-style-type: none"> • Expected progress made for PP children: <ul style="list-style-type: none"> ○ Reading = 100% ○ Writing = 78% ○ Maths = 89% • This in an improvement in all areas: <ul style="list-style-type: none"> ○ Reading progress = +58% ○ Writing progress = +64% <p>Maths progress = +61%</p>	<ul style="list-style-type: none"> • To ensure on-going fidelity for targeted support • To ensure mapping of support meets the needs for the right children at the right time. 	<p>Learning mentor time Breakfast club staffing/running costs Intervention resources/time SLT meeting/PP progress time.</p>
<p>D) Attendance for all pupils will be above 95% across the academic year.</p>	<ul style="list-style-type: none"> • Rigorous monitoring and follow-up systems in place – see attendance procedure • Pastoral mentor provides strengthened liaison between home and school 	<p>Percentage of PP pupils achieving 95% or above attendance = 89%</p> <p>Percentage of PP pupils not achieving 95% attendance = 11%</p> <p>PP pupils who accessed the morning breakfast club achieved 96% or above</p>	<p>Training required to support pastoral/admin with using attendance procedure and engaging families</p> <p>Consider marketing of breakfast club offer to increase attendance consistency of PP children</p>	<p>pastoral mentor/admin time</p> <p>Breakfast club staffing</p>
<p>ii. Targeted support</p>				

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
A) Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.	<ul style="list-style-type: none"> • Breakfast club to support readiness for the school day. • Identifying need checklist/procedure introduced to support teachers in identifying need. 	<ul style="list-style-type: none"> • Staff reported that children were more settled physically and mentally when beginning the day in the classroom. • Staff reported improved communication skills from children attending the breakfast club • Staff reported organisation skills improved 	<ul style="list-style-type: none"> • To change the approach in engaging families with the breakfast club offer to maximise impact. • Breakfast club is vital for supporting children to be ready for the start of their school day • Consider marketing of breakfast club offer to children who are not eligible for PP 	Breakfast club leader Food – breakfast items

<p>B) Higher rates of attainment in reading, writing and maths 'closing of the gap' between ARE and attainment for pupils eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Breakfast club to target additional reading • Targeted reading interventions 	<ul style="list-style-type: none"> • 56% of PP children achieved ARE in reading, writing and maths • Expected progress made for PP children: <ul style="list-style-type: none"> ○ Reading = 100% ○ Writing = 78% ○ Maths = 89% • This in an improvement in all areas: <ul style="list-style-type: none"> ○ RWM attainment = +42% ○ Reading progress = +58% ○ Writing progress = +64% ○ Maths progress = +61% 	<ul style="list-style-type: none"> • To ensure on-going fidelity for targeted support • To ensure mapping of support meets the needs for the right children at the right time. 	<p>Breakfast club leader</p> <p>SLT time for mapping/ PP meeting time</p> <p>Staff for leading interventions.</p> <p>Intervention resources</p>
<p>C) Most children to have made expected or accelerated progress in reading, writing and maths by the end of the academic year.</p>	<ul style="list-style-type: none"> • Breakfast club to target additional reading • Personalised same-day interventions • Dedicated learning mentor to support and model appropriate learning behaviours 	<ul style="list-style-type: none"> • Expected progress made for PP children: <ul style="list-style-type: none"> ○ Reading = 100% ○ Writing = 78% ○ Maths = 89% • This in an improvement in all areas: <ul style="list-style-type: none"> ○ Reading progress = +58% ○ Writing progress = +64% ○ Maths progress = +61% 	<ul style="list-style-type: none"> • To ensure on-going fidelity for targeted support • To ensure mapping of support meets the needs for the right children at the right time. 	<p>Learning mentor time</p> <p>Breakfast club staffing/running costs</p> <p>Intervention resources /time</p> <p>LT meeting/ PP progress time.</p>

<p>D) Attendance for all pupils will be above 95% across the academic year.</p>	<ul style="list-style-type: none"> • Attendance at breakfast club with a meet and greet from nurture mentor 	<p>Percentage of PP pupils achieving 95% or above attendance = 89%</p> <p>Percentage of PP pupils not achieving 95% attendance = 11%</p> <ul style="list-style-type: none"> • PP pupils who accessed the morning breakfast club achieved 	<p>Training required to support pastoral/admin with using attendance procedure and engaging families</p> <p>Consider marketing of breakfast club offer to increase attendance consistency of PP children</p>	
<p>E) Most children to have made expected or accelerated progress in reading, writing and maths due to improved participation by the end of the academic year.</p>	<ul style="list-style-type: none"> • Dedicated learning mentor to support and model appropriate learning behaviours and organisation skills. • Access to breakfast club for vulnerable children, providing healthy food and homework support. 	<ul style="list-style-type: none"> • See review section of outcome C 	<p>Strength of in-class support needs to continue</p>	
<p>iii. Other approaches</p>				

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

6. Planned expenditure

Academic year	2021-22 £
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality staff CPD focus on language development	B, A	1/3 of PP children have S&L needs. Nationally children are presenting with greater language needs. Language development being developed through curriculum implementation strategy.	Dedicated time given for CPD Clear staff identified to receive with intention of disseminating amongst whole school.	English lead, SENCo and phonics lead	July 2022

Improve quality of teaching of writing	A	<p>KS1 writing has been below the national average for two years.</p> <p>Internal tracking and data shows that CPD for writing is a key priority for the whole school.</p>	<p>Monitoring by English lead</p> <p>Tracking and pupil progress monitoring.</p> <p>Staff meeting scheduled to SDP and school priorities.</p> <p>Implementation of Jane Considine approach to writing – fidelity to be monitored and approach regularly reviewed. (See English action plan)</p>	English lead and head teacher	Termly
Implement new phonics reading approach	A	Reading attainment and progress has improved but this needs to continue for all pupils.	<p>All staff in school will receive appropriate CPD to ensure confidence in delivery (See phonics action plan)</p> <p>All classes will follow new SSP programme.</p>	English and phonics leads	Reviewed termly.

Total budgeted cost

£

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Dedicated in-class learning mentor	A, C	Children are not attaining in RWM and making expected progress in writing and maths. Pupils are not actively engaging with their learning e.g. not submitting homework and behaviour for learning in the classroom.	Mapping of dedicated time for learning mentor, Regular reviews of provision at pupil progress meetings Skilled and experienced mentor	AHT and SENCo	Pupil progress meetings
Targeted interventions	A, B	Children are not attaining in RWM and making expected progress in writing and maths. Poor language skills preventing progress.	Evidenced based interventions. Provide CPD for staff as appropriate Liaise with SENCo and subject leads	Headteacher and SENCo	Pupil progress meetings following summative assessments
Gather pupil voice regarding engagement pre and post dedicated support	C, D, E, F	To know how to best support our pupils and measure the impact of the support being provided.	Provide a proforma Dedicated time to complete pupil voice	AHT, SENCo and pastoral mentor	September 2021 – baseline July 2022 – impact measure
Dedicated pastoral mentor	D, E	Pupil feedback has shown positive impact of this provision. Teacher and parents report significant impacts on pupil	Mapping of dedicated time for pastoral mentor. SEMH assessment tool used to baseline needs.	AHT, SENCo and pastoral mentor	half-termly

		<p>well-being and mental health.</p> <p>SEMH assessment tool shows impact of support.</p> <p>Pupils are still identifying with specific pastoral needs.</p>	<p>Structure of sessions implemented in 2021.</p> <p>Skilled and experienced staff member.</p> <p>AHT and SENCo will liaise with pastoral lead half-termly to assess implementation.</p> <p>CTs liaising with families to decide on appropriate support</p>		
Improve quality and impact of maths interventions	A	56% of PP children made ARE for maths. 89% of PP children mad progress.	<p>Liaison with SENCo and Maths leads to ensure evidenced based targeted support is provided.</p> <p>Through CPD provided as required.</p>	SENCo and Maths lead	July 2022
Total budgeted cost					£
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Breakfast club access offered	C, D, E, F	Breakfast club has had a positive impact on the well-being, mental health, attendance and academic outcomes for pupils who have accessed this offer. (See SEMH tool assessments and whole school tracking.) Teachers report pupils are more ready to start their day. Breakfast club provides opportunities for us to implement/monitor pastoral work.	<p>Increase marketing of breakfast club</p> <p>New staff are fully trained and aware of the intended impact of the provision.</p> <p>Ask for parent pupil feedback to monitor success.</p> <p>Register of attendance to be kept and reported to staff leads.</p>	AHT and SENCo Breakfast club leaders	Reviewed termly
Offer of financial support when required	F, E	Our school vision is; for children to live life in all its fullness and shine like stars.	<p>CTs to liaise with families and head teacher where financial support may be needed.</p> <p>Head teacher will take action as appropriate.</p>	Head teacher	On-going
Total budgeted cost					£

7. Additional detail

Other outgoings: