

## Killisick Flying High Academies Pupil Premium Strategy

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all pupils in receipt of the additional Pupil Premium funding to achieve in-line with their peers.

Quality First Teaching is central to our plan and provision: we know from research that QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching high quality lessons every day is crucial. Focusing on teaching and learning as a priority across school ensures teaching is good or better.

Enhanced tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate) will also support these children.

We are ensuring that disadvantaged children receive a high proportion of their extra support and intervention from teachers.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes and support targeted to their individual needs.

We will ensure that our children's and families well-being is supported through a range of interventions, including our Well-being Curriculum and our ELSA support.

Our strategy is focused on identifying what each child needs to be successful and achieve well and in order to do this we are:

- ☐ Ensuring that the needs of children are identified in a range of ways, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and pupil and parent voice; responding to this by offering opportunities for our children to shine in a variety of ways and by giving our children responsibilities in- and out of- school;
- ☐ Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and reporting this to stakeholders, e.g. governors;
- ☐ Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- ☐ Ensuring that all staff take responsibility for disadvantaged pupils' outcomes
- ☐ Ensuring all staff have high expectations of what all pupils, but especially those who are disadvantaged, can achieve.

## Statement 2022-23

### School overview

|   |                         |
|---|-------------------------|
| School name                                 | Killisick Junior school |
| Pupils in school                            | 205                     |
| Proportion of disadvantaged pupils          | 38%                     |
| Pupil premium allocation this academic year | £108,030                |
| Recovery Premium                            | £12,325                 |
| Academic year or years covered by statement | 2022-2023               |
| Publish date                                | 01 December 2022        |
| Review date                                 | 01 November 2023        |
| Statement authorised by                     | Finance Committee       |
| Pupil premium lead                          | George Smith            |
| Governor lead                               | Rachel Makey            |

### Disadvantaged pupil progress scores for last academic year (no available data for the last academic year)

| Measure | Score  |
|---------|--|
| Reading | Reading PP progress -6.6 (sig-) against overall -3.7 |
| Writing | Writing PP progress -0.6 against overall 2.5         |
| Maths   | Maths PP progress -0.2 against overall 0.2           |

### Disadvantaged pupil performance overview for last academic year

| Measure                                  | Score |
|--|-------|
| Meeting expected standard at KS2 Reading | 45%   |
| Writing                                  | 66%   |
| Maths                                    | 62%   |
| Achieving high standard at KS2 Reading   | 7%    |
| Writing                                  | 7%    |

|       |     |
|-------|-----|
| Maths | 10% |
|-------|-----|

### Strategy aims for disadvantaged pupils

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | <p>Work with the English Lead to improve the teaching of writing and reading, leading to improved outcomes.</p> <ul style="list-style-type: none"> <li>- CPD- especially for Phonics/Early Reading</li> <li>- New Early Reading Leads in place and trained- English Hub Lead to facilitate</li> <li>- Prepare children for Reading test thoroughly</li> <li>- Oracy- radio station, Word of the Week, sentence stems</li> </ul> |
| Priority 2                                    | <p>Ongoing ELSA supervision<br/>Mental Health First Aider<br/>Think Children play therapy weekly<br/>S and E sessions running throughout the day<br/>Wellbeing curriculum, daily check-ins</p>  |
| Priority 3                                    | <p>Work with the Trust Maths Lead to further embed Teaching for Mastery across all year groups using the White Rose scheme and NCTEM ready to progress statements</p> <ul style="list-style-type: none"> <li>- CPD</li> <li>- Interventions (catch-up, keep up/ pre &amp; post learning/ same day)</li> <li>- Extra teacher to support in Year 5 and 6</li> </ul>   |
| Barriers to learning these priorities address | <p>Ensuring staff use evidence-based whole-class teaching interventions<br/>Continued CPL</p>   |
| Projected spending                            | £108,030 total  |

### Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Achieve at least national average progress scores in KS2 Reading | Sept 23     |
| Progress in Mathematics | Achieve at least national average KS2 Mathematics progress score | Sept 23     |
| Progress in Writing     | Achieve national average expected standard in Writing            | Sept 23     |

|       |                          |         |
|-------|--------------------------|---------|
| Other | Improve children's oracy | Sept 23 |
|-------|--------------------------|---------|

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

| Measure                                       | Activity   |
|---|--|
| Priority 1- Oracy                             | Radio Station to be used weekly- after school club to be promoting oracy through this provision<br>Oracy planned into QFT opportunities and oracy activities                             |
| Priority 1- English                           | Working with English Hub to deliver CPL to English Lead and all staff to support QFT; new Phonics scheme; purchase 100 recommended books   |
| Priority 2- Wellbeing                         | Resilience Leaders, behaviour Buddies, Well-being curriculum (taught daily), Well-being days and weeks, ELSA, Think Children Play Therapy, Forest School provision, residential for all. |
| Priority 3- Close gap at end KS2              | Target children for pre- post-teach intervention to support QFT- extra teacher in Year 5 and 6   |
|   | Purchase of IT equipment (iPads across school to support high quality T&L)   |
| Barriers to learning these priorities address | Consider the <b>attendance</b> of all disadvantaged children, ensure right equipment available for all activities so they can access QFT   |
| Projected spending                            | £59,440  |

### Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Oracy- S&L support<br>Writing- extra support for children working towards; support to achieve the higher standard  |
| Priority 2                                    | Maths intervention including identifying any missed learning   |
| Priority 3                                    | Reading intervention across all year groups, Reciprocal Reading groups, Phonics/Early Reading, including Literacy Volunteer                                |
| Barriers to learning these priorities address | Encourage parental engagement with wider reading, providing catch-up in mathematics – typically an area of weakness. Use of Class Dojo for daily questions |
| Projected spending                            | £32,000  |

## Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Word of the Week being monitored re vocabulary use, monitor use of sentence stems in classes  |
| Priority 2                                    | <p>Increase the ELSA-trained TAs to provide support in exploring social and emotional issues.</p> <p>Broadening of personal experience – children have access to residential/ on &amp; off-site experiences they would not otherwise have the opportunity to attend.</p> <p>Target children for piano and/or guitar/drum lessons. All PP chn to have 6 weeks of drumming lessons.</p> |
| Priority 3                                    | Lesson study and use of the FHP lesson design- INSET and staff meetings.  |
| Barriers to learning these priorities address | More targeted approach to support parents in ensuring children are school ready through provision of - uniform vouchers, food parcels, Breakfast Club, educational supplies, reading for pleasure books.  |
| Projected spending                            | £28,915   |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Ensuring enough time is given over to allow for staff professional development   | <p>Use of INSET days/ twilight sessions/ additional cover being provided by supply/ senior leaders.</p> <p>Lesson Study to target individual children</p>                            |
| Targeted support | <p>Ensuring enough time for school maths-lead to support teacher CPL using White Rose NCTEM resources for a mastery approach</p> <p>Phonics training</p> <p>English Lead</p> | <p>Access to CPL</p> <p>Monitoring in school</p> <p>INSET and staff meetings ongoing</p> <p>Employ p/t teacher to work delivering intervention in Years 5 and 6 and 1:1 tutoring</p> |
| Wider strategies | Engaging the families facing most challenges   | Working closely with the LA and other schools to find best ways to engage parents/carers   |

## Review: last year's aims and outcomes

| Aim | Outcome |
|-----|---------|
|-----|---------|

|                                 |  |
|---------------------------------|--|
| Progress in Reading and Writing | <p>READING</p> <p>Y3- Gap slightly opening</p> <p>Y4- Gap closing</p> <p>Y5- Gap closing</p> <p>Y6- Gap stable</p> <p>WRITING</p> <p>Y3- Gap closing significantly</p> <p>Y4- Gap closing significantly</p> <p>Y5- Gap closing</p> <p>Y6- Gap stable</p> <p>EPGS</p> <p>Y3- Gap stable</p> <p>Y4- Gap closing</p> <p>Y5- Gap closing</p> <p>Y6- Gap closed significantly</p> |
| Progress in Mathematics         | <p>Y3- Gap opening</p> <p>Y4- Gap closed significantly</p> <p>Y5- Gap closing</p> <p>Y6- Gap opened</p>  |
| Other                           | <p>Attendance 92.7%. Many holidays were taken due to previous Covid lockdowns. Continue to work with families across school to continue to improve.</p> <p>Introduce sanctions.</p>  |