

# 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	Killisick Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lindsay Clark Head Teacher
Pupil premium lead	George Smith PP Lead
Governor / Trustee lead	Rachel Makey Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,115
Recovery premium funding allocation this academic year	£17,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,155

# Part A: Pupil premium strategy plan

## Statement of intent

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

## Challenges

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

Challenge number	Detail of challenge
1	Lack of aspiration and independent learning skills, particularly impacting on higher achieving and potential higher achieving pupils
2	Attainment and progress in reading, vocabulary and language skills are low, as some children are not exposed to a broad range of texts, vocabulary or language beyond school
3	Social and emotional health issues are a barrier to learning for a significant number of children and families
4	Lower attendance rates than others nationally in previous years
5	Lack of cultural capital for some families
6	Widened gaps in social and emotional wellbeing as a result of the pandemic
7	Gaps in learning as a result of school closures during the pandemic

## 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
To ensure that all children in receipt of pupil premium funding are resilient learners, with confidence to work independently	Children demonstrate an understanding of potential future paths for them and express an interest in particular areas of work.(demonstrated in pupil surveys) Children have strategies to self correct and are motivated to learn on their own.
To develop children's oracy and reading and close the vocabulary and language skills gap.	The progress of children in receipt of pupil premium funding at least matches their peers. The use of higher-tier vocabulary is evident in the children's writing.
To ensure that children are emotionally regulated and are able to be happy and successful in school and beyond.	Children have strategies to cope with challenging situations and negative emotions and respond appropriately. ELSA support impacts on the children's attitude toward personal situations and their education. Children can self-regulate. Wellbeing scores are high. Where wellbeing scores are low,

	<p>children are able to articulate why and find ways to increase score.</p> <p>Families feel they are able to access support in school (parenting, counselling).</p>
To ensure that children in receipt of pupil premium attend school regularly to maximise learning opportunities.	The attendance of children in receipt of pupil premium funding increases and is in-line with peers.
To close the attainment gap between children in receipt of pupil premium and their peers by the end of KS2 and ensure that they are making progress that exceeds the national progress measure	The percentage of children in receipt of pupil premium funding achieving both ARE and GDS at the end of KS2 match or surpass that of non-pp children.

## 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: £ 70,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching. Teaching and Learning Lead, Curriculum Lead and Middle Leaders attend CPD, disseminate through staff meetings and measure impact.	EEF – Ensuring a quality teacher is in front of the class is key	1,2,3,6,7
<i>CPL and networks to enable teachers to continue to develop their practice</i>	<a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	1,2,3,6,7
<i>Continue to focus on the development of the curriculum with a focus on memory</i>	<a href="https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf">https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</a>	1,2,3,6,7
<i>Use of lesson design model which supports modelling and metacognition – Trust CPL focusing on metacognition and modelling</i> <i>Lesson Study model-planned into SIP, focusing on the lesson design model and impact on key PP children</i>	EEF – the potential impact of metacognition and self-regulation approaches is high (+7 months)	1,2,3,6,7
Quality texts to be planned in, used throughout the curriculum Focus on reading time at the end of each day, for all	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers	1,2,7

Staff meeting focusing on challenge throughout the lesson	Challenge throughout the lesson has a greater impact on outcomes than creating an 'add on' task at the end of the lesson	1,2,5,7
Oracy opportunities planned into every enquiry Development of Radio Station	Language use to improve, giving our children greater opportunities and to be more 'polished' speakers Research shows language poverty has significant impact on opportunities in education and workplace	1,2,5
Extra teachers in Year 6 and Year 5	EEF research shows smaller class sizes have a positive impact on progress made.	2,3,5,6,7

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

Budgeted cost: £ 48,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children in receipt of the Pupil Premium who have not achieved the standard for Phonics/reading at the end of KS1 with children with small group intervention for early reading	EEF – Small group tuition has an average impact of four months' additional progress over the course of a year.	2,3,4,5,7
Provide KS2 children with targeted interventions	EEF – Small group tuition has an average impact of four months' additional progress over the course of a year	2,3,4,5,7
Individual reading for children in receipt of the Pupil Premium	EEF- One to one is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2,4,5,7
Pre and post teach and feedback sessions	EEF – Feedback studies tend to show high effects on learning.	1,2,4,5,7
Individualised feedback to support the progression in writing	EEF – Feedback studies tend to show high effects on learning.	1,2,6,7

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing curriculum taught daily in every classroom Nurture support and a nurture room for individual children	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,3,5,6
Weekly counselling service provision within school- Think Children	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,3,5,6
Two ELSAs	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,3,5,6
Attendance Officer and Headteacher meet regularly to monitor attendance Meetings with families	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	2,4,5,6
Attendance prizes Attendance 'run' weekly for winning class	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	2,4,5,6
Breakfast club provision available to support parents with punctuality and attendance	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	2,4,5,6
School contribution to residentials and visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate	1,3,5,6



Living Our School Values trip to London	in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
After school clubs and lunchtime clubs funded by school for vulnerable children to allow them access to more cultural capital	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	4
Forest School targeted to children to develop positive social relationships	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	3,4,5,6
ELSA support for targeted families, e.g. weekly wellbeing phone class/meetings	To support and provide early intervention to vulnerable pp families resulting in less SC referrals and increased attendance/reduction in persistent absenteeism.	1,2,3,4,6

**Total budgeted cost: £ 142,155**

## 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.

During the partial lockdown, all children had access to school provision. iPads and lap tops were provided for children without technology.

A register of children's engagement/attendance/work evidence was taken daily and school ensured there was contact with every family every day. This included many home-visits.

Attendance at school was in place for children with low engagement and vulnerable families were offered a place in school. Looked After children all took up this offer.

On return to school, staff ensured there were opportunities for the children to be taught how to play games and socialise again at playtimes etc as we anticipated a number of children would find this difficult.

### 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*