



**Killisick
Junior School**
Believe • Achieve • Succeed

Pupil Premium Strategy Statement

2021 - 2024

Pupil premium strategy statement

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	201
Proportion (%) of pupil premium eligible pupils	39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Richard Jones
Pupil premium lead	George Smith
Governor / Trustee lead	Rachel Makey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,103
Recovery premium funding allocation this academic year	£11,310
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£120,413

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, can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Children do not have exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading across school, including at the higher standard.
2	Children lack the opportunity for sustained writing and handwriting practice and a focus on presentation needs to be prioritised as some children do not write out of school. Writing is not as well liked as a discipline by children.
3	Children have gaps in mathematical knowledge across school particularly in times tables and reasoning.
4	The experiences of some children in receipt of the Pupil Premium outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world, which impacts aspiration.
5	The attendance gap between children in receipt of the Pupil Premium and others is a challenge. Children need to be in school consistently in order to achieve well.

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
Children in receipt of the Pupil Premium to make expected, and accelerated progress to achieve at the expected and greater standard.	The percentage of children in receipt of the Pupil Premium achieving ARE and above will match that of non-pupil Premium children at Killisick. Children will demonstrate progress following high quality first teaching and additional interventions. Pupil discussions will show that our children in receipt of the Pupil Premium are knowing and remembering more in line with what has been taught and on par with their non-Pupil Premium peers Children will be independent learners and able to self-regulate their level of challenge across subjects.
To ensure Phonics is well-taught so that all children in receipt of the Pupil Premium who did not pass the Phonics Screening test make good progress.	Children have the correct reading books and are progressing through the Phonics programmes. All children in receipt of the Pupil Premium access our class libraries and choose books for pleasure. All targeted for Phonics support make good progress.
To ensure our children attend school regularly to maximise learning opportunities.	Attendance data will show that attendance among children in receipt of the Pupil Premium does not fall below that of others. Any persistent absence is rapidly addressed.
To improve language and writing.	Pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning. Pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and their written work, using their tier 3 vocab. Vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny.
To ensure our children develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school.	Children in receipt of the Pupil Premium will attend all visits and residentials and cost will not be a barrier. All children in receipt of the Pupil Premium will access music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being

	a barrier. Pupil leadership positions will be made up of at least 50% Pupil Premium.
Attendance of children will improve to at least national expectations	Attendance of children in receipt of the Pupil Premium will be above national.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality First Teaching	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF	1,2,3
FHP Lesson design in place to support granular learning and promote learning in the long-term memory- consider use of Reflection and Self-assessment. <i>Support from FHP T&L Lead Practitioner</i>	Rosenshine's Principles of Instruction and Sweller's Cognitive Load Theory.	1,2,3
Support from FHP Lead Practitioners to support CPL to ensure teaching is high-quality and effective in English and Maths	Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3

High-quality texts linked to enquiry learning	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
Early Reading Leader to provide CPL and coaching for teachers and TAs	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months' progress. We have found CPL and coaching effective in school with an impact on outcomes for pupils. All children who have not passed the Phonics screening are in receipt of the PP and have SEND.	1,2
Classrooms and communal areas of school display ambitious vocabulary	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	1,4
Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality first teaching	Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for all who did not pass Phonics screen	Phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics	2
Reading	On average, reading comprehension approaches deliver an additional six	2

interventions and daily reading for spotlight readers	months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension.	
Targeted support and feedback in lessons for pupils	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	1,2,3
Pre and post teach and feedback sessions	Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in 1,2,3,6 8 everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF TA Interventions Early Years Talk Boost interventions for pupils in F1 and F2 Research suggests that oral language	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker to provide targeted support for children and families- introduce all families new to school	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	5
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and counselling.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF.	1,2,3,4
A clear, robust and graduated approach to improving attendance	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support	5

	Attendance is one of the most significant non-academic barriers to success.	
Breakfast Club provision to provide support for 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 8 9 significant non-academic barriers to success.	5
School contribution to residential and class visits as well as Forest School provision on-site	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate 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. EEF	4,5
Support to access extra-curricular activities and music tuition- recorder, piano, guitar, drumming, drum session, pantomime	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. EEF The benefits of learning an instrument are well documented. -It's forms a productive hobby -Cures boredom -It's relaxing and meditative benefitting concentration and anxiety -It aids academic learning -It improve physical acuity and hand eye coordination. -Trains memory -Forms confidence	4
Child and Family Support Worker to have a high presence in and around school; to monitor attendance and meet parents accordingly	CFSW has had good impact on attendance in previous school.	5
Computing and cross-curricular learning with iPads	Children use iPads with ease and fluency to support their learning and development.	

Total budgeted cost: £120,413

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our KS2 outcomes for children in receipt of the Pupil Premium have significantly increased this year. In Reading there is almost no gap. Although there is a gap in Maths, the gap has closed and PP children have made significant progress in relation to their KS1 outcomes and have made better progress than non-PP children. We need to continue to work on writing. PP girls are slightly outperforming PP boys.

Across school, despite there still being a gap, the gap is closing in almost all year groups but progress for PP children is better than that of non-PP in almost all cases. Where it is not, this is due to the number of children with complex SEND who are in receipt of the Pupil Premium. If children with SEND are not counted, Pupil Premium children are in-line with non-PP children. 28% of our PP children also have SEND.

This is largely due to quality first teaching. Our staff have had an extensive CPL offer from the Flying High Partnership but we have also intervened with PP children in Year 5 and 6, extensively in Maths. This has been in the form of a Maths breakfast club and pre-teaching in addition to catch up interventions.

Our Wellbeing offer in school is extensive. All Pupil Premium children have daily check-ins and take part in a Wellbeing curriculum bespoke to our school. Children who have emotional needs have weekly ELSA sessions with trained specialists, one of which is a Mental Health first aider. We also have a significant extended offer for Pupil Premium children including music lessons; after school clubs; Forest School; and support with experiences and residential. The take-up of extended offer opportunities is in-line with or greater than that non-Pupil Premium children. All PP children have had a musical experience in school this year.

This has supported our PP children's behaviour incidents to fall from Spring 1 and we have had no exclusions. The behaviour of the high profile PP children has significantly improved.

Our attendance for PP children stands at 92.81% compared to all non-PPG children at 96.34%.

Data

Measure	Score
Meeting expected standard at KS2 Reading	88%
Writing	48%
Maths	72%
Achieving high standard at KS2 Reading	24%
Writing	4%
Maths	12%

Year 3 PP/non-PP GAP	Reading	Writing	Maths	SPAG	RWM
	Significantly closing	Closing	Closing	Significantly closing	Closing

Year 4 PP/non-PP GAP	Reading	Writing	Maths	SPAG	RWM
	Closing	Significantly closing	Significantly closing	Significantly closing	Closing

Year 5 PP/non-PP GAP	Reading	Writing	Maths	SPAG	RWM
	Slightly opening	Stable	Closing	Closing	Stable

Further information – Case Study on Music Tuition

Music Tuition impact:

J has been playing piano with me since year 3. When he first started he was only really able to take in a limited amount of instruction. I found he was interrupting me after I started talking within a few seconds not because of rudeness he just struggled to maintain attention. In fact it was often his enthusiasm which got in the way. He wanted to play so badly he was just pounding the keys before I'd given an instruction of what to do.

Gradually over time his ability to focus improved. Music is wonderful for this because when you play you are literally focusing on one thing in real time.

My experience is that there is huge benefit for anyone with attention difficulties.

M is another example of someone who has attention difficulties. When we began she was unable to even count how many notes she was playing. I asked her to play C four times. She would play it repeatedly until I then asked her to pause. This is one of the most extreme examples of difficulty in concentration I have come across.

In the end I asked her to say her name or my name depending on which rhythm was needed.

Kill-i-sick for crotchet crotchet minim

And

Mis-ter Ree-der for 4 crotchets. This has been working and she is learning to count her notes and memorise a whole piece. She's not there yet.

I hope that she will play her first music assembly this December. She has been asking to and it will be a huge achievement for her to play a complete piece.

J also has difficulties with "mistakes" and has low self esteem at times.

When he began with me, if he got a wrong note he would put his head on the keys absolutely devastated and would often say, "I'm rubbish." "I'm no good" or words to that effect.

Mistakes in music are inevitable. Practicing music is practicing making mistakes and then correcting them.

I have been gently reassuring J about this and he falls into negative thoughts about himself far less than he used to. He now trusts that I will not tell him off if he gets it wrong.

Confidence is greatly improved by learning an instrument. Because we regularly provide the opportunity to play in front of their peers performing is normalised.

K- year 6 pupil last year was an excellent player with confidence issues. When she first started playing she did not want to perform during the music assemblies. I never put pressure on her to do so. They are always optional for all pupils. After she had watched a couple of assemblies and seen others getting up to play I asked her whether she wanted to play in the next one. She was unsure so I suggested we do a duet so that she would not be alone in stage. She agreed to this and we performed her first piece together. She went on to participate in almost every assembly after that until she left Killisick her standard of playing was very high, certainly in the top 5% but to me this is not the important factor. It's learning the joy of learning that is yardstick. Whatever your level, feeling that you've progressed is a wonderful reward.