

Pupil premium strategy statement 2024-2027



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	South Kilworth Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	December 2027
Statement authorised by	H White
Pupil premium lead	H White
Governor / Trustee lead	D Rimmer/Lesley Paris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25840
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Part A: Pupil premium strategy plan

Statement of intent

The main aim of our Pupil Premium spending is to ensure that disadvantaged pupils are provided with effective teaching and support, that allows them all to make good or better progress and narrow the attainment gap. Some pupils may not be at the expected standard for their age which impacts on their ability to access the curriculum effectively.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Other barriers for some of our pupils may include financial constraints in accessing a wide range of cultural experience. We are also keen to monitor pupil well-being and ensure that emotional support is provided if needed, as we are aware that emotional difficulties can impact on a child's academic progress.

To ensure we are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Phonics and speech and language development. Pupils are entering school with more speech & language difficulties as well as, being less prepared for school

2	In the current climate, continuing coaching and providing effective CPD, to drive school improvement, has been a challenge. Prioritising CPD in AFL and curriculum and ensuring that remain the focus.
3	Individual learning barriers. Half of our disadvantaged students also have additional SEND (Special Educational Needs and Disability) needs.
4	For a number of our Pupil premium children reduced attendances is having an impact on attainment and progress.
5	Expectations and challenge for pupils continues to be a focus area for improvement for these pupils.

Intended outcomes

Intended outcome	Success criteria
<ul style="list-style-type: none"> Quality first teaching is evident in all areas of the school and improves the attainment of all pupils. Developing the highest quality EYFS (Early Years Foundation Stage) provision with a focus on early language development -communication and language/ vocabulary. In all subjects there is a consistent culture of high expectations for teaching and learning Good assessment for learning ensures highly focused learning opportunities Embedding Rosenshine's Principles of instruction in whole class teaching. To put the teaching of reading as a central school aim through broader curriculum, reading and word study to improve reading attainment among disadvantaged pupils. 	Good teaching across the whole school means that all pupils make good progress from their starting points.
To develop and embed a knowledge rich curriculum that links learning for pupils in a sequential manner, with retrieval opportunities.	All pupils have access to a well-planned curriculum, knowledge rich curriculum.
To develop and embed a curriculum which supports high levels of pupil of wellbeing, self-confidence and enables all pupils to take part.	All pupils will have access to the same enrichment experiences as their peers
To support pupils and their families to improve attendance.	All pupils attend school to improve outcomes.

Activity in this academic year

Teaching

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and CPD for all staff throughout the school.	<p>Education Endowment Fund</p> <p>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.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF (Education Endowment Foundation)</p>	1, 2, 3
<i>Behaviour management training (Tom Bennett) Review of behaviour policy – all staff</i>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Education Endowment Fund</p> <p>According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	2, 4, 5
<i>CPD focused on expectations & challenge (e.g., Ron Berger)</i>	<p>“If you’re going to do something, I believe, you should do it well. You should sweat over it and make sure it’s strong and accurate and beautiful and you should be proud of it” Ron Berger</p>	1, 2, 5
<i>Working with our sister schools in phase teams to raise expectations and share best practise</i>	<p>“participants in this study saw their collaborative work as leading to the achievement of personal and professional outcomes that result in or contribute to student learning and school improvement.” (Chaman 1990)</p> <p>“The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers,</p>	2, 5

	school improvement and organisational efficiency" Effective school partnerships and collaboration for school improvement: a review of the evidence 2015	
<i>Precision training (support staff)</i>	Education Endowment Fund 1. Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 3
Intensive CPD for rapid improvement in the quality of teaching & pupil attainment	As the DfE's Standard for Teachers' Professional Development straightforwardly puts it, 'effective professional development for teachers is a core part of securing effective teaching.' In the words of Dylan Wiliam, 'every teacher needs to improve, not because they are not good enough, but because they can be even better.'	2, 5
<i>Lesson study to improve the teaching of reading</i>	A 2014 systematic review (Wai Ming Cheung, 2014) looked across 9 quantitative studies and concluded that Lesson Study and Learning Study appear to be beneficial to student outcomes. Teacher Development Trust	2, 3, 5
Purchase of standardised diagnostic assessments.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4,5

Targeted academic support

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups based on precision teaching	Education Endowment Fund 1. Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 4
<i>Classroom support for pupils to access learning</i>	2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3, 5

Wider strategies

Budgeted cost: £ 2840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to engage in the whole curriculum	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges.	4, 5
Engagement of families	Education Endowment Fund Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4, 5
Support for families to improve attendance.	Support for non-academic issues that impact success in school, such as attendance, behaviour, and emotional challenges.	4
Provide opportunities for all pupils to have a role or responsibility within school.	Roles and responsibilities within school give pupils a sense of worth and have a positive effect on their wellbeing, which in turn is reflected in attendance, behaviour and motivation to learn.	3, 4

Total budgeted cost: £ 25, 840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in Key Stage One disadvantaged children are in line with national expectations. In Key Stage Two there remains a gap between non-disadvantaged pupils and disadvantaged pupils in maths and writing.

EYFS REA	EYFS WRI	EYFS MAT	Year 1 Phonics	Year 2 Phonics	KS1 REA	KS1 WRI	KS1 MAT	KS2 Multiplication
			37	36	EXS	EXS	GDS	
2	2	2	40					
2	2	2	33					
2	2	2	39					
3	3	3	38					
			33		EXS	EXS	EXS	
			12	29	WTS	EXS	WTS	
			0	7	WTS	WTS	EXS	
1	1	1						
2	2	2	37					
1	1	1	37					19
			38		EXS	EXS	EXS	
2	2	2						
2	2	2	34					
			30	40	EXS	WTS	EXS	
				33	WTS	WTS	WTS	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts and the size of data sets we are comparing in our small school) and to results achieved by our non-disadvantaged pupils.

Group	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Disadvantaged	12	26%	33%	3%		12	62%	67%	16%	8%	12	62%	42%	9%	8%	12	65%	50%	14%	17%
Not Disadvantaged	41	36%	71%	7%	5%	39	78%	79%	31%	33%	41	78%	78%	21%	7%	39	82%	79%	28%	33%

The data demonstrates that the gap in reading is narrowing but that there is still a gap between disadvantaged pupils and non disadvantaged pupils in writing and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Disadvantaged	94.68%	4.37%	0.95%
Not Disadvantaged	94.12%	4.9%	0.97%

The data demonstrated that our work to ensure children are regularly attending school appears to be working and is helping all children to access high quality and continuous teaching.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Monitoring of service children's progress compared to the wider school population to ensure that they learn, develop, and achieve their own expected level of progress
What was the impact of that spending on service pupil premium eligible pupils?	1 pupil only

