



Pupil premium strategy statement 2022–2025 (Year 2)

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	104
Proportion (%) of pupil premium eligible pupils	9.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Year 2 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Clare Lodge
Pupil premium lead	Clare Lodge
Governor / Trustee lead	Sally-Anne Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,185

Part A: Pupil premium strategy plan

Statement of intent

At Great Kimble C of E School, we have high expectations for all of our pupils regardless of their background, needs or abilities. We aim for every child to be successful in all areas of the curriculum, particularly English– this includes our Disadvantaged Pupils.

Year one of the strategy will focus on writing at KS1 and reading at KS2. This means that at least 70% (100% of children receiving PPG) of our children will leave Year 2 being confident writers, achieving the expected standard by the end of the academic year and at least 75% (50% of children receiving PPG) of our children will leave year 6 meeting the expected standard for reading.

We understand that if we focus our Strategy Plan on developing our reading strategies at KS2 and our writing curriculum across the whole school, this will positively impact on our children's access to other subjects. This is why we are so passionate about it. Enabling our Disadvantaged Pupils alongside our Vulnerable Pupils to reach expected in their Reading and Writing is our ultimate objective at Great Kimble C of E School. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally.

We will tightly focus on accurate assessment and identified areas which our pupils require the most support in - this includes, but is not solely, our Disadvantaged Pupils.

Challenges

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

Challenge number	Detail of challenge
1	KS1 and KS2 reading and writing data are below expected
2	KS1 and KS2 maths outcomes are below expected
3	Persistent Absentee attendance and poor punctuality

Intended outcomes (by end of year 3)

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 enable all children to be confident writers by the end of KS1	Talk for Writing (T4W) is implemented effectively across the school and therefore writing outcomes improve. <ul style="list-style-type: none"> → KS1- 70% Target → KS2- 70% Target → White Rose Maths (WRM) is implemented effectively for mixed class teaching and therefore maths outcomes improve. → KS1- 80% Target → KS2- 75% Target
To enable all children in UKS2 to develop a love of Reading to ensure. Reading is developed beyond the skills of decoding	The school library and reading corners will be effectively used. Y6 Reading outcomes will be in line with national outcomes
To enable all pupils to meet expected standards in maths	Mixed class will be taught in explicit year groups for maths. IMI (Immediate Maths Interventions) will be implemented daily, with a focus on SEN and PP pupils
To develop staff knowledge of 'Ordinary Available Provision' (OAP) and how to scaffold pupils within the classroom	SENDCO to set expectations with staff and offer support. Support plans up to date and monitored by the SENDCO. The following monitoring records will demonstrate a clear focus on DP and SEND pupil groups <ul style="list-style-type: none"> ➤ Pupil Tracking Meetings ➤ Book scrutiny ➤ Data analysis ➤ Learning walks ➤ Lesson observations

	Clear scaffolding in place for children with SEND in all subject
To continue to strengthen the use of assessment to identify gaps in learning and effectively check pupils' understanding to ensure progress.	<p>PiXL assessment embedded throughout the school enabling pupils who require targeted support to be quickly identified and a clear plan of support put in place.</p> <p>Insight Tracking is effectively used to track progress and identify at risk pupils</p> <p>Consistent monitoring systems including Termly Pupil Tracking Meetings (PTM), book monitoring and lesson feedback support teachers in identifying appropriate interventions for individual pupils.</p>
To ensure good attendance and punctuality of all and disadvantaged pupils	<p>Office Administrator to work in partnership with the DHT to implement new tracking and monitoring system.</p> <p>Half termly meetings held with key families, setting expectations, offering support, with particular focus on disadvantaged pupils. The meetings will agree actions, following robust attendance procedures, including both letters, phone call and celebration to re-enforce high expectations.</p>

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for writing training days and in-house support from DHT support development of Talk for Writing across the school	A robust and embedded approach to teaching literacy is established within the school, with particular emphasis on vocabulary and communication at its core. KS1: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1 KS2: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2	1
Embed the new Ashley Booth approach to Guided Reading.	Teachers should be mindful of the differing needs within their classes pupils are adequately supported. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1
Purchase books to support new guided reading approach and to update school library.	The use of Reading Comprehension strategies as a way of developing a deeper understanding of what is read is a high-impact evidence-based strategy (https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies) that is a crucial component of early reading instruction.	
Ensure staffing enables mixed class to be taught in year groups for Maths. Purchase manipulatives to support maths teaching	Evidence indicates that high quality teaching practice is the most important factor in schools improving outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2
Develop staff knowledge of Ordinarily Available Provision (OAP)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 and 2
Using PiXL (termly and half-termly assessments) to identify pupils who are at risk of not meeting expected standard. OAP put in place.	“Together we share best practice to raise standards and to give students a better future and brighter hope.” (pixl.org.uk)	1 and 2
Development of teaching Foundation subjects using new scheme of work, Kapow, exciting children and therefore they want to attend school.		3

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

Budgeted cost: £4,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide more opportunity for pupils to read aloud to an adult and discuss what they are reading	“Reading stamina is not only essential for future academic success but it also opens up the world of literature to children...pupils are not only given the opportunity to read independently...but also they develop their prosody through reading aloud to an attentive audience.” (TES Supporting Literacy – a guide: Mix up your instruction to boost pupils’ reading stamina, 2019)	1
Daily ‘Immediate Maths Interventions (IMI) targeting pupils who did not meet the learning objective during the lesson.	“TAs delivering strategically targeted, well planned and monitored strategies and interventions can have a positive effect on children’s learning.” (Marc Rowland, Learning without Labels: Improving outcomes for vulnerable pupils, 2017).	2
Using PiXL (termly and half-termly assessments) to identify pupils for interventions		1 and 2

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

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise trips, visitors and experiences to improve the cultural capital for pupils.	EEF believe that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education” and there is an argument that suggests that enriching education can directly improve pupils’ attainment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/lifeskills-enrichment?utm_source=/guidance-for-teachers/life-skillsenrichment&utm_medium=search&utm_campaign=site_searchh&search_term	3
Support vulnerable families with uniform costs. All pupils experience a sense of belonging.	Current evidence suggests that, although wearing a uniform will not improve academic outcomes, it can positively impact behaviour for learning and a school ethos through a sense of community. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/schooluniform?utm_source=/education-evidence/teaching-learningtoolkit/schooluniform&utm_medium=search&utm_campaign=site_searchh&search_term	3
Reviewing, and embedding where appropriate, principles of good practice set out in the DfE’s Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS – Good Level of Development				
	<i>All</i>		<i>PP</i>	
<i>GLD</i>	85%		n/a	

Year One Phonics Screening				
	<i>All</i>		<i>PP</i>	
<i>% Pass</i>	86%		67% (2/3pupils)	

Year Two Phonics Screening				
	<i>All</i>		<i>PP</i>	
<i>% Pass</i>	67% (2/3 one disapplied)		n/a	

Key Stage One Attainment				
	<i>Of pupils reaching the Expected Standard or above</i>		<i>% of pupils reaching Greater Depth</i>	
	<i>All</i>	<i>PP</i>	<i>All</i>	<i>PP</i>
<i>Reading</i>	93%	100%	47%	0%
<i>Writing</i>	87%	100%	47%	0%
<i>Mathematics</i>	87%	100%	40%	0%

Key Stage Two Attainment				
	<i>Of pupils reaching the Expected Standard or above</i>		<i>% of pupils reaching Greater Depth</i>	
	<i>All</i>	<i>PP</i>	<i>All</i>	<i>PP</i>
<i>Reading</i>	87%	100%	27%	33%
<i>Writing</i>	80%	67%	20%	0%
<i>Mathematics</i>	80%	67%	47%	0%

Review of Expenditure		
Year: 2023-2024		
Chosen Action/Approach	Impact	Lessons Learned
<p>Embedded curriculum with clear expectations and necessary CPD in place. There is also effective use of QLAs and interventions to address gaps</p>	<p>Pupils access a broad and balance curriculum</p> <p>Support in place enables pupils to access the curriculum alongside their peers</p> <p>Pupils enjoy school and pupil voice is positive</p> <p>Teachers are more confident with their knowledge of the curriculum and expectations and now have a better understanding therefore delivering more effective lessons</p> <p>Pupil Premium children are identified and tracked through QLAs to ensure gaps are filled and they make accelerated progress</p>	<ul style="list-style-type: none"> Continue to embed schemes in place to enable a rich curriculum Continue to track PP children using PiXL/QLAs to monitor progress and close gaps in learning. Continue to monitor teaching and learning to ensure to ensure high quality teaching across the school.
		Actual Spend: £5500
Chosen Action/Approach	Impact	Lessons Learned
<p>Daily support in place for pupils with small group intervention or 1:1 provision is provided</p>	<p>The gap between their peers is narrowing</p> <p>Progress % is increasing</p> <p>Reading</p> <p>Writing</p> <p>Maths</p>	<ul style="list-style-type: none"> ELSA training to continue under new leadership PIXL therapies to be set up during the summer ready for September as to not lose any learning / support time
		Actual Spend: £4235
Chosen Action/Approach	Impact	Lessons Learned
<p>Pupils provided with equal opportunities to be part of school and take part in all our offerings</p>	<p>Pupils have a sense of belonging and are not left out of experiences to grow the whole child</p> <p>All pupil premium pupils have attended trips and have gained new experiences</p> <p>Individual families have been supported to ensure PP children are not disadvantaged in relation to their peers.</p>	<ul style="list-style-type: none"> More of the budget next year should be provided for extra-curricular activities – more pupils should be accessing additional sport and music Clear tracking in place of which PP children are attending and ensure engagement from all Whole class trips to continue next year

			£450
Chosen Action/Approach	Impact	Lessons Learned	
			Actual Spend: £10,225