



Pupil premium strategy statement 2022–2025 (Year 1)

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	101
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Year 1 of 3
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Lodge
Pupil premium lead	Clare Lodge
Governor / Trustee lead	Sally-Ann Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,035
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>	£10,035

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 writing data is below national expectations
2	Number of UKS2 pupils showing a love of reading in school is low (<i>Pupil Voice Autumn Term 2022</i>)
3	Persistent Absentee attendance and poor punctuality, resulting in children missing English lessons

Intended outcomes (by end of year 2023)

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. → 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 will be effectively used. Y6 Reading outcomes will be in line with national outcomes
To strengthen systems in place to support all DP and SEN pupils effectively	The following monitoring records will demonstrate a clear focus on DP and SEND pupil groups ➤ Pupil Tracking Meetings ➤ Book scrutiny ➤ PiXL analysis and use of therapies ➤ Learning walks ➤ Lesson observations Clear scaffolding in place for children with SEND in all subjects – with the focus being writing for the first term.
To strengthen the use of assessment to identify gaps in learning and effectively	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>check pupils' understanding to ensure progress.</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>
<p>To ensure good attendance and punctuality of disadvantaged pupils</p>	<p>Office Administrator to work in partnership with the HT to tailor school communications and promote positive dialogue between home and school.</p> <p>Office administrator and HT to hold half-termly attendance meetings 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: £ 8,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff attend Talk for Writing Training	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Purchase Talk for Writing resources and books		2
Develop school Reading Spine and purchase KS2 books	“AfL methodology is proven to give students more control over their learning, helping boost motivation and ultimately improve their exam performance. It helps learners to see what they are aiming for and understand what they need to do to achieve those aims.” (Cambridge University Press)	1 and 2
Raising Standards Lead to train staff in use of Insight Tracking		

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for support staff in the delivery of interventions for specific pupils with a range of additional needs.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free schools meals and their peers. (EEF send report)	1 and 2
Introduce library volunteers to work in UKS2	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. reading_for_pleasure.pdf (publishing.service.gov.uk)	2

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

Budgeted cost: £ 1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a clear attendance tracking document	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these	3

	outcomes. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
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 direct 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

Total budgeted cost: £ 10,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS:	Number in YR 2022-2023 Cohort:				
	2019	National	2022	National	2023 Target
% GLD	77%	71.8%	80%	65%	81%
DP	100%	--	n/a	--	n/a

Phonics:	Number in Y1 & Y2 2022-2023 Cohort:				
	2019	National	2022	National	2023 Target
Y1 % Pass	91%	82%	69%	76%	80%
DP	n/a	71%	100%	---	100%
Y2 % Pass	100%	91%	100%	%	100%
DP	100%	---	100%	%	100%

Key Stage 1 Attainment:		Number in Y2 2022-2023 Cohort:			
Teacher Assessment	% of pupils reaching the Expected Standard		% of pupils reaching the Expected Standard		% of pupils reaching the Expected Standard
	2019	National	2022	National	2023 Target
Reading	87%	75%	86%	68%	80%
DP	67%	--	100%	--	100%
Writing	80%	69%	57%	59%	70%
DP	67%	--	100%	--	100%
Maths	80%	76%	86%	70%	80%
DP	67%	--	100%	--	100%

Great Kimble C of E School expanded from and Infant School to a Primary School. The academic year 2022-2023 is the first year the school has a Year 6 cohort, therefore there is no KS2 published data for 2021-2022.

Review of Expenditure		
Year: 2021-2022		
Chosen Action/Approach	Impact	Lessons Learned
Targeted interventions and support to lead to the narrowing the gaps for Disadvantaged pupils, and ensure progress is maximised.	<ul style="list-style-type: none"> Progress from Autumn to Summer Term of pupils meeting age related expectations <p>Reading 20% increase Maths 14% increase Writing 17% increase</p>	<ul style="list-style-type: none"> Tapestry is being used across the school, with further development planned for next year. Staff capacity to provide after school tutoring was not sufficient. Money not claimed.
		Actual Spend: £10,198
Chosen Action/Approach	Impact	Lessons Learned
Pupils will have the opportunity to attend all extra-curricular activities on offer, including trips, visits and clubs.	<ul style="list-style-type: none"> The school has maintained LOtC Gold Award and 'Learning Outside the Classroom' (LOtC) is embedded through the use of Smokey Row and our local environment. During this academic year, every child in the school has attended at least one whole school trip which has helped with transition to their new mixed classes as well as enriching their learning. Whole Class trips have been available to all children – including pupil premium to ensure equality of opportunity. 	<ul style="list-style-type: none"> Whole school and class trips to continue next year Selection of venues for school trips to be more diverse to provide opportunities pupils do not receive outside of school.
		Actual Spend: £200
Chosen Action/Approach	Impact	Lessons Learned
High quality support for pupils is achieved through targeted adult support.	<ul style="list-style-type: none"> Pupils have expressed they have strategies to manage and regulate emotions. Staff report that they feel better able to support pupils using targeted support plans. 	<ul style="list-style-type: none"> ELSA to continue Support plans to continue to be implemented following school cycle of review.
		Actual Spend: £1,525
Chosen Action/Approach	Impact	Lessons Learned
DP attendance and punctuality will be in line with peers.	<ul style="list-style-type: none"> A clear procedure is in place for monitoring attendance Relationships with families requiring support are positive. Pupils benefited from, uniform, PE kits, milk and KS2 lunches. 	<ul style="list-style-type: none"> Attendance data and information regularly shared with parents highlights the importance of regular attendance – this will continue as it has aided open conversations with families Procedures need to be firmly embedded in order to impact data.
		Actual Spend: £960