

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Kippax North Primary
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24, 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Aidan Sadgrove
Pupil premium lead	Beth Burland
Governor / Trustee lead	Gregor Dowdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,340
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	£41,340,

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment.

Our aim is for all children to achieve well right across the curriculum, although an emphasis is given to developing the core skills, knowledge and understanding in oracy, reading, writing and maths because without these children are unable to access other subjects.

In order to be highly successful in improving achievement for the children eligible for pupil premium, we will:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. All pupils, regardless of their socio-economic status are encouraged to "Dig deep, Aim High," and staff have high expectations of all learners.
- Act early and use robust diagnostic assessment to identify gaps via termly pupil progress meetings.
- Draw on research evidence (such as EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount using the school and the school's agreed adaptive teaching strategies are used to enable children to succeed in the classroom as much as possible.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that all staff, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.

- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM)

The key principles of our strategy plan are based on inclusion so that every child is in an equal position to receive the best support and achieve their best.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils often leading to low levels of confidence or negative self-belief as learners. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Data from reading diaries, pupils accessing homework tasks indicates that PP pupils are less well supported within the home environment.
5	Attainment and progress for disadvantaged pupils was (2022) below that of non-disadvantaged pupils in Maths at the end of KS2. Many disadvantaged pupils are also on the SEND register.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduced CPOMS entries requiring pastoral support for learning
Increased attendance rates for pupils eligible for PP.	<p>Overall attendance amongst pupils eligible for PP improves from 94% to the school target of 97%.</p> <p>The proportion of PP children with persistent absence (below 90%) is reduced from 14%.</p>
Targeted support to increase parent knowledge to support learning	<p>Parent attendance at school information workshops and an increase of accessible information sent home/available on the website.</p> <p>Parents of PP children feel better able to support their children's learning.</p>
Improved rates of progress and outcomes for PP eligible children. All pupils meet FFT 5 predictions.	<p>Termly reviews using tracking software, book monitoring and teacher discussion to establish how each child is making progress in line with their projections.</p> <p>Progress is good from all starting points.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x annually release time for staff to analyse standardised assessments and create IPs.	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	1,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Helicopter stories EYFS Talk 4 Writing training Talk through stories introduced in KS1 Access to enrichment activities.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Ensuring QFT across the curriculum. Staff released for Instructional Coaching which will embed the Guiding Principals in the BLP Teaching and Learning Blueprint. Training for staff for RWInc. Adaptive teaching strategies focus	EEf Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF- Phonics Teaching and learning Toolkit Phonics EEF (educationendowmentfoundation.org.uk)	1,5

Middle leaders take the lead on coaching support staff in their phase to ensure interventions are well taught.	Improving Literacy recommended strategy	1,3,5
PSHE focus on developing self regulation and social awareness	EEF Improving social and emotional learning in Primary schools	1, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and carry out structured interventions to provide additional support, particularly in Maths.	EEF Improving Maths and Improving Literacy recommended strategy	1,3,5
Additional Teacher and TA time to focus on language enrichment through sharing a wide range of stories to build vocabulary.	EEF Improving Literacy recommended strategy	1,3,5
Nessy intervention x 3 per week for identified children to support with Reading, Writing and Spelling	EEF Improving Literacy recommended strategy	1,3,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Learning mentor targeted intervention and support eg morning greeting sessions	Wellbeing for Education initiative	2,3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Use of Trust attendance officer support</p> <p>Attendance panel meetings where required</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Buy in to cluster guidance and support team.	Wellbeing for Education initiative	2,3,4
Hardship fund for vulnerable families.	Wellbeing for Education initiative	2,3
Arrange workshops and provide high quality materials to support parent knowledge	EEF Working with Parents to support children's learning	4

Total budgeted cost: £ 41,340.00

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 2022 to 2023 academic year.

Our internal assessments during 2023/24 suggested that pupil premium children made good progress in some key areas. There were four PP children in F2 (1xSEND). Only 1 child entered F2 at ARE, compared to the 50% that achieved GLD. The Foundation Stage Baseline Assessment allowed staff to target support to areas of need, specifically Communication and Language and PSE. The significant language gap between disadvantaged and non-disadvantaged pupils will continue to be a focus as the pupils move into Year 1. 75% of PP pupils in Year 1 passed the Phonics Screening Check (4 pupils, 1 SEND). 100% of PP children passed the Phonics Screening Check at Year 2. This is due to investment into RWInc and focussed staff development to ensure high quality phonics teaching.

In Year 2, disadvantaged pupil's attainment was in-line with non- disadvantaged in R,W and Ma combined. Although the % of pupils achieving the higher standard was not in-line with non-PP, this is only 2 pupils (one SEND). At KS2, 60% of pupils reached EXS in R and Wr (2x SEND pupils). Maths remains a priority.

In 2021, Covid-19 had a significant impact on outcomes, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, one to one and small group interventions and support were implemented, targeted at PP children who were not on track to achieve EXS. These interventions proved to be effective: progress was accelerated for these pupils as can be seen in improvements in scaled scores from September to May.

Effective use of summative assessment has focussed teaching and informed and focussed intervention to be precise and personalised. We have a culture of 'What have our pupils learnt?' and NOT 'What have I taught?' to ensure learning is embedded before moving on. Pupils' attainment and progress data is analysed 3 x per year and class teachers need to evidence that children in receipt of pupil premium are making good rates of progress

Overall attendance in 2023/24 was lower than in the years prior to the pandemic at 90%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. The school was able to evidence robust actions taken to improve

attendance during our recent Ofsted inspection and these actions formed part of our outstanding judgement.

Our assessments and observations indicated that pupil wellbeing and mental health continued to be impacted last year. 33% of disadvantaged pupils have accessed support from the Learning Mentor or targeted services. This is a much higher % than the general school population and therefore remains a focus.

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
NESSY	Nuffield
Communication and Language	Leeds SENIT team
Speech therapy	Chatterbugs

Service pupil premium funding (optional)

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?	1 pupil: To support children accessing extra-curricular and residential. Booster group.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to broaden experiences, develop vocabulary. Pupil has gone from WTS to EXS.