# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Kirk Smeaton CE Primary School  |
| Number of pupils in school  | 102 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | Sept 22 |
| Date on which it will be reviewed |  |
| Statement authorised by | Sept 22 |
| Pupil premium lead | H Cuddy  |
| Governor / Trustee lead | C Cessford  |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation 21 22 | £11400 |
| Recovery premium funding allocation this academic year | £1400 estimate  |
| 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 | NA |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We use the funding to support all disadvantaged children, this can often be social and emotional as well as academic. We aim to close the gap and raise aspirations for all at Kirk Smeaton CE Primary School, so that children can enter High School with the skills needed to enjoy life to the full and achieve high.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Supporting children to achieve their true potential.  |
| 2 | Provide careers awareness to develop aspirations.  |
| 3 | Provide opportunities in school that all children can enjoy and benefit from them.  |

## 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.

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| Intended outcome | Success criteria |
| For each classroom to have an additional support to provide time to talk, provide individualised support within the areas that children need.  | Assessments. Social and emotional check ins.Children are achieving and enjoying school.  |
| To provide specialist interventions for those children who need additional support in order to grasps the basics and move learning forward.  | Assessments. Children are achieving and enjoying school. |
| Provide a range of curriculum opportunities to develop experiences in children.  | Children accessing clubs and in-house opportunities.  |
| Provide pastoral support to children who need additional support in settling into school so that they can settle to work.  | Children are able to settle to work.  |

## 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

Budgeted cost: £ *£38400*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All classes have a GTA for most of the day.  | EEF guidance  | 1 and 2 |
| CPD sessions for GTA’s and teachers in delivering interventions and supporting all children.  | EEF guidance shared and used.  | 1 and 2 |
| Staff attending SEMH and positive language and behaviour training. Staff trained in Phoenix compass level 1, 2 and 3 for all staff to support children who are struggling with friendships, poor mental health, obesity, anxiety and a range of issues. Pastoral support worker to support families and children to settle into school and work. All teachers lead councils to promote a range of issues i.e. ECO warriors and well being councils.  | LA and EEF  | 1,2,3 |
| Purchased a phonics scheme and sound linkages to ensure we have a progressive phonics and reading scheme for all children who need prescriptive teaching at KS1 and Y3.  | LA and EEF | 1,2,3 |

**Targeted academic support**

Budgeted cost: £ *1500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tuition sessions from NTP. | Teachers providing tuition for 1-3 children in sessions.  | 1 and 3 |
| Online educational platforms –spellingshed and rockstars  | EEF | All  |

**Wider strategies**

Budgeted cost: £ 17000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest schools each half term to promote positive wellbeing.  | EEF | 1,2 and 3 |
| Table tennis, tennis lessons provided by Ackworth School  | National curriculum coverage and providing opportunities. | 1,2 and 3 |
| Weekly PE sessions provided by PE specialist for all classes.  | National curriculum coverage and providing opportunities. | 1,2 and 3 |
| After school clubs in a range of sports.  | Providing opportunities and promoting positive mindset.  | 1,2 and 3 |
| Budget support with educational visits and residentials. | EEF | 2 and 3  |
| Music lessons with a specialist teacher every fortnight as well as providing singing and piano lessons. The teacher also provides music and entertainment for parent engagement sessions ie. Grandparents day, Christmas etc.  | EEF | 1,2 and 3 |

**Total budgeted cost: £** *41600*

# 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 2020 to 2021 academic year.

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| Attendance for our pupil premium children is better than non-pupil premium.Children access a range of clubs weekly and take pleasure and enjoyment within the groups. This has supported friendships. Some parents have made use of the additional time and have studied towards qualifications.Pupil premium children have accessed the nursery daily supporting readiness to learn and learning behaviours. Developing the curriculum to ensure that children are engaged and excited about their learning. Resources, such as uniform, bags, bookbags etc have been provided so that no child is treat differently. Children enjoy playtimes are actively involved. Children are invited to attend these and take great pride in leading the school. Christian values within the school, pupil self-esteem and resilience and reduction in playtime incidents.Children have target plan meetings with the teacher and SENCO if needed. Parents are aware of next steps and how to support their child. Progress for these pupils has been good and is continuing, we hope that all these children will reach expected standard by the end of Y6.Parents attend Church and school events regularly and we hope to see this develop over the next year as restrictions are reduced.  |

## Service pupil premium funding

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | Providing emotional support for the child. |
| What was the impact of that spending on service pupil premium eligible pupils? | Provide time for the child to talk through any issues and fears. Provide parents with information so that they can be supported better. Meetings to support parents with children with attachment and provide support.  |