

## 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

Detail	Data
School name	Kirk Smeaton CE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Jan 23
Date on which it will be reviewed	Jan 24
Statement authorised by	H cuddy
Pupil premium lead	H Cuddy
Governor / Trustee lead	C Cessford

### Funding overview

Detail	Amount
Pupil premium funding allocation 22/23	£10655
Recovery premium funding allocation this academic year	£675 Tutor led £1000 recovery- tuition.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> 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

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.

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.

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 grasp 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

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. Pastoral support worker has completed the Mental Health first aid.	LA and EEF	1,2,3
Purchased a phonics scheme (Floppy's phonics) 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

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, IDL and rockstars	EEF	All

## Wider strategies

Budgeted cost: £ 17000

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 residential.	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. Christmas, harvest, music sharing 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.

Attendance for our pupil premium children is better than non-pupil premium. For families where attendance is an issue, we have a pastoral support worker who works with the Headteacher in looking at any potential barriers and supporting these to develop attendance further.

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 treated differently. Children enjoy playtimes and 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.

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting the child academically and focusing on SEMH strategies.
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.