

## 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	107
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	Jan 24
Date on which it will be reviewed	Jan 25
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	£ 11190.00
Recovery premium funding allocation this academic year	0
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

'Let God's love shine as we care for each other and learn together.'

SHINE Safe, Healthy, Independent, Nurturing and Equal these keywords underpin our community and link to the Shine rules.

At Kirk Smeaton Church of England Primary School we believe that every child and adult is unique and has the right to be nurtured guided by God.

This means that every child and adult who attends our school, regardless of their background is given the same opportunity, encouragement and inspiration to achieve their full potential. We nurture each other as individuals; helping us every day to develop emotionally, physically and spiritually.

We have many families that are not officially accessing funding for pupil premium or service support. These children are included in all offers of support. This includes poverty proofing and rural poverty.

## 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 thrive and benefit from.

## 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
Every teacher to have excellent CPD in order to provide first quality teaching for every child.	All children are learning in class. Clear differentiation and outstanding progress.
Every classroom to have dynamic and upskilled staff to support all children in their area of need.	Assessments for each child. Social and emotional check ins.

<p>le. Early reading intervention for children who are identified as requiring additional support.</p> <p>le. Staff trained to support family and friendships.</p>	<p>Staff have CPD in Compass, floppy's phonics, maths support, restorative practice.</p>
<p>To provide specialist interventions for those children who need additional support in order to grasp the basics and move learning forward.</p> <p>le. Clear prior learning curriculum plans</p> <p>le. Gap analysis</p> <p>le. Half termly phonic assessments by Literacy Lead. Monthly meetings for all staff delivering interventions.</p>	<p>Assessments show that children are working at age related.</p> <p>Children are achieving and enjoying school.</p>
<p>Provide a range a rolling programme of opportunities that are accessible to all. These opportunities will provide children with high aspirations.</p>	<p>Children accessing clubs, trips, in-house opportunities.</p>
<p>Provide pastoral support and personal development to children who need additional support in settling with classroom changes, self esteem support etc.</p>	<p>Children accessing school feeling well supported and ready to learn.</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

Budgeted cost: £ £38400

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes to have clear intervention support during the day to meet the need of all vulnerable learners.	EEF guidance	1 and 2
<p>CPD sessions for GTA's and teachers in delivering interventions and supporting all children.</p> <ul style="list-style-type: none"> <li>- Floppy's phonics meetings each month.</li> <li>- SEN check ins for all children on target plans.</li> <li>- Maths support for children not meeting age related expectations.</li> <li>- GTA training fortnightly.</li> <li>- Teacher training regularly as part of meetings, drop ins and coaching.</li> <li>- Half termly monitoring for all areas of the curriculum.</li> <li>- Curriculum plan updates for all areas of the curriculum.</li> </ul>	EEF guidance shared and used.	1 and 2
<ul style="list-style-type: none"> <li>- Staff attending SEMH and positive language and behaviour training. Restorative practice for all.</li> </ul>	LA and EEF	1,2,3

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Pastoral support worker to work with staff in highlighting personal development needs.</li> <li>- All teachers lead councils to promote a range of issues i.e. ECO warriors and well being councils.</li> <li>- Pastoral support worker has completed the Mental Health first aid x2.</li> </ul>		
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
Reductions of staff meetings so that all full time staff can deliver 8 sessions of bespoke tuition for Y4-6.	Teachers providing tuition for 1-3 children in sessions.	1 and 3
Online educational platforms – spellingshed, CPG+ 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
Wellbeing sessions for children- sound and breathing therapy.	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

<p>Music lessons with a specialist teacher every fortnight as well as providing singing and piano lessons.</p> <p>The teacher also provides music and entertainment for parent engagement sessions ie. Christmas, harvest, music sharing etc.</p> <p>French scheme that provides all resources to ensure there is excellent coverage for all classes.</p>	<p>EEF</p>	<p>1,2 and 3</p>
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**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 and service children have accessed the nursery daily supporting readiness to learn and learning behaviours.

Examining the curriculum content, coverage has helped look at gaps and prior learning. This has supported children to be 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.