# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | £11640 PP  £335 Service |
| Proportion (%) of pupil premium eligible pupils | % |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-27 |
| Date this statement was published | Jan 25 |
| Date on which it will be reviewed | Jan 26 |
| Statement authorised by | H cuddy |
| Pupil premium lead | H Cuddy |
| Governor / Trustee lead | C Cessford |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation 23/4 | £11640 PP  £335 service |
| Recovery premium funding allocation this academic year | £1500 |
| 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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| ‘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.

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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 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.

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| 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 adaptive teaching and outstanding progress. |
| Every classroom to have dynamic and upskilled staff to support all children in their area of need.  I.e. Early reading intervention for children who are identified as requiring additional support.  I.e. Staff trained to support family and friendships. | Assessments for each child.  Social and emotional check ins.  Staff have CPD in Compass, floppy’s phonics, maths support, restorative practice. |
| To provide specialist interventions for those children who need additional support in order to grasps the basics and move learning forward.  I.e. Clear prior learning curriculum plans  I.e. Gap analysis  I.e. Half termly phonic assessments by Literacy Lead. Monthly meetings for all staff delivering interventions. | Assessments show that children are working at age related.  Children are achieving and enjoying school. |
| Provide a range a rolling programme of opportunities that are accessible to all. These opportunities will provide children with high aspirations. | Children accessing clubs, trips, in-house opportunities. |
| Provide pastoral support and personal development to children who need additional support in settling with classroom changes, self-esteem support etc. | Children accessing school feeling well supported and ready to learn. |

## 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: £55 000

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| 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 |
| CPD sessions for GTA’s and teachers in delivering interventions and supporting all children.   * Floppy’s phonics meetings half termly. * SEN check ins for all children on target plans. * Maths support for children not meeting age related expectations. * GTA training fortnightly. * Teacher training regularly as part of meetings, drop ins and coaching. * Half termly monitoring for all areas of the curriculum. * Curriculum plan updates for all areas of the curriculum. | EEF guidance shared and used. | 1 and 2 |
| * Staff attending SEMH and positive language and behaviour training. Restorative practice for all. * 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. * All teachers lead councils to promote a range of issues i.e. ECO warriors and well being councils. * A TA focusing on all children who are identified to have barriers to learning- weekly intervention to support the teacher provide daily guidance. | 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: £ *600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Online educational platforms –twinkl go, CPG+ and rockstars | EEF | All |

**Wider strategies**

Budgeted cost: £ 12000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest schools in the Summer 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 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. Christmas, harvest, music sharing etc.  French scheme that provides all resources to ensure there is excellent coverage for all classes. | EEF | 1,2 and 3 |

**Total budgeted cost: £** *67600*

# 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 2023-2024.

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| Attendance for our pupil premium children is better than non-pupil premium. Last academic year whole school was 96.78% and PP children was 97.58%.  For families where attendance is an issue, the Headteacher and admin focus on 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 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. |

## Service pupil premium funding

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| 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. |