

# Pupil premium strategy statement

## Kiveton Park Meadows Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Kiveton Park Meadows Junior School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	30.88%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021, 2022, 2023
Date this statement was published	11/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	J Elstone
Pupil premium lead	J Elstone
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£9,280
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	£91,325 (not pooled or top-sliced by JMAT)

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils at Kiveton Park Meadows will be provided with a broad range of learning opportunities that will enable them to achieve their potential at the age-related standard and above. We will employ a range of strategies targeted towards providing quality first teaching for all pupils with individualised interventions to ensure that any gaps in learning, particularly in reading and in maths, are identified and addressed in good time. We are determined that pupils from all backgrounds will be proficient with the core skills in maths and reading, which will benefit them throughout their education and life. We will use resources optimally to ensure that economic disadvantage does not translate to educational disadvantage and that all our pupils have the best start.

This will be combined with family and pastoral support for pupils' emotional and social health in order that they feel happy, safe - and in a good place mentally – to access their education. Curriculum resources and activities will be sourced to establish a focus on stimulating the children's engagement, excitement and curiosity to learn; to build self-esteem and self-belief through reward/celebration of achievement; to acknowledge and underpin new learning.

## Challenges

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

Challenge number	Detail of challenge
1	Significant gaps have opened up in children's achievement at age-related in <b>maths and reading</b> following the various lockdowns and restrictions of the pandemic, in which participation and engagement varied considerably for a number of pupils.
2	Issues around SEMH and SEND have heightened following a period where learning habits and routines broke down for a number of pupils. As a result, we have noticed that learning behaviours generally are sometimes weak, and a small group of particularly vulnerable have displayed extreme behaviours, which have several times resulted in FT exclusion.
3	Key skills in reading, phonics, fluency and comprehension are less secure – particularly in lower key stage 2; and the effect of this ripples across all subjects/areas of learning.

## 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
1.) Pupils to achieve their potential and catch up with age-related standard in reading and maths,	As the year progresses, assessment/tracking data shows an increasing percentage of pupils achieve the age-related standard in maths and reading.
2.) For pupils to use good learning behaviours and are able to benefit optimally from the quality first teaching in all classes	Pupils demonstrate good listening skills, observational skills, confident communication and team skills. They support each other and work productively in lessons
3.) For pupils from all backgrounds, and particularly those who are disadvantaged, to have SEMH and/or SEND - to make good progress with their "small steps", they have good self-esteem and believe in themselves as learners.	Pupils with SEND and/or SEMH make good progress with their targets for Social/emotional well-being and with their curricular targets  Pupils are proud of their learning and want to show their work and their books and demonstrate their skills.

## 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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Herts for Learning CPD for staff and interventions with targeted pupil groups	EEF approved evidence-based intervention for developing fluency and comprehension. Interventions in school have shown a dramatic improvement in key skills of fluency and comprehension	1
TA training	<ul style="list-style-type: none"> <li>• EEF – Making Effective use of Teaching Assistants</li> <li>• Olevi – OTAP programme</li> <li>• Teaching assistants have a greater professional knowledge and understanding and are more empowered to support individual pupils, groups and classes.</li> </ul> <p>Teaching assistants and Teachers work together to identify and utilise the most effective teaching and learning strategies (based on evidence based research and their professional observations). As a result pupils receiving support, and whole classes, make more progress in individual lessons and across time.</p>	1, 3
CPD for teachers and subject leaders	Ongoing support for CPD in maths, English and Science, with leaders accessing subject leader networks and other areas of expertise such as Edinburgh Napier University; Sheffield Hallam	1
CPD for teachers on “Learning Capabilities”	Lesson observations show evidence that when pupils have a good awareness and understanding of “personal capabilities” and “positive learning behaviours” their performance is improved and there is a positive effect on the classroom ethos – with pupils supporting each other appropriately.	2

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly Pupil Progress meetings with individualised targets, action plans and resources to ensure that pupils who have fallen behind or become stuck, catch up and any gaps in learning are addressed.</p> <p>Teachers are released to meet with SLT and planning partners to analyse results; identify pupils and groups; identify gaps and misconceptions and action-plan to address these areas.</p> <p>Teachers and TAs are trained in the interventions to achieve high fidelity and optimal benefit.</p>	<ul style="list-style-type: none"> <li>• Pupil Progress reviews clearly show that individualised target, actions and interventions enable pupils to overcome barriers to understanding.</li> <li>• Evidence on testing shows increased standardised scores in reading and in maths.</li> <li>• Pupils are motivated to learn and they recognise when they have meet/are meeting their targets</li> <li>• Pupils are proud of meeting their targets and when governors monitor the strategy on "Governors Day" the children are bursting with enthusiasm to demonstrate their skills, show their work and explain/discuss their targets. Governors comment on their enthusiasm, their commitment to learning and their good self-esteem</li> </ul>	1,2,3
<p>Individual and group tuition for disadvantaged pupils: Experienced teacher employed for additional hours to liaise with teachers and SENDco and external agencies and provide 1:1 and small group support for disadvantaged pupils in reading.</p>	<ul style="list-style-type: none"> <li>• Regular and consistent 1:1 and small group support has an impact on the learning of individuals across time. We find that this approach facilitates "over-learning" and is effective in embedding new skills and concepts and reinforcing the retention of new learning.</li> </ul>	1
<p>Additional release time for SENDco to provide a Learning Support Service to improve outcomes in reading and maths for identified</p>	<ul style="list-style-type: none"> <li>• LSP targets, IEPs, resources and training are of a high quality and have an impact on the progress of SEND pupils, when compared with using an outside agency. This is because the SENDco knows and can observe pupils regularly, support</li> </ul>	1

pupils with SEND (1 afternoon per week)	and train the teacher and TA in interventions, and provide appropriate high quality resources, and monitor the delivery and effectiveness of interventions.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Parent Support Advisor to engage with parents/families who are facing a variety of challenges and barriers that directly or indirectly impacts upon their/ child/ren's well-being and education.	<p>Parents trust and are willing to engage with the family support worker. When they have a problem they are keen to talk to her by phone or in person. She is able to provide regular weekly calls to vulnerable parents, home visits where appropriate, and to alleviate some of their anxieties. She liaises with a comprehensive range of agencies and services to signpost and draw in appropriate support.</p> <p>The parent support advisor attends CIN, TAF meetings and case conferences. She leads Early Help assessments and communicates regularly with EH and social care.</p> <p>Parent support advisor is currently working with 34 families in school.</p>	2, 3
Provide release time for a senior teacher with a remit as Children's Champion" to provide pastoral support for small groups and individuals who are experiencing anxieties or other barriers that inhibit their capacity to access learning.	Pupils who access the pastoral support are able to talk about any issues/problems/anxieties they are feeling. After an engagement with the Children's Champion, pupils feel ready and motivated to learn and make progress in class. This has a positive impact on their progress with SEMH, SEND and curricular targets.	3
Provide enhanced IT resources and programmes to motivate and engage pupils and reinforce their learning across the curriculum as well as the core skills.	<ul style="list-style-type: none"> <li>• Digimaps facilitate an investigative approach to learning and discovery in History and Geography</li> <li>• Clicker, facilitates more independent learning for pupils with Dyslexia</li> </ul>	3

	<ul style="list-style-type: none"> <li>• TT rockstars motivates pupils to practise skills at home and at school</li> <li>• QR code resources (T Shirts with augmented reality – showing internal workings and systems of the human body)</li> </ul>	
Provide enrichment activities to stimulate pupils curiosity and love of learning.	<ul style="list-style-type: none"> <li>• Theatre experiences, online</li> <li>• Online experts to engage directly with pupils and classes (Science/STEM projects)</li> <li>• Rocket Car Race day, Star gazing club, art club, sports clubs engage pupils in a range of interests and stimulate a curiosity and a desire to further their learning independently.</li> <li>• Children's University – increases the number of pupils continuing their learning across different fields in the community</li> </ul>	2,3
FUSION – to develop staff professional knowledge in supporting pupils with SEMH and SEMH	<ul style="list-style-type: none"> <li>• Working in collaboration with FUSION practitioner has rapidly made a positive difference to some of our most vulnerable pupils with EHCPs (or on graduated response pathways). They have participated more with whole class activities and felt more included.</li> </ul>	1,3

**Total budgeted cost: £92,000**



## 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.

Pupil Premium funding enabled us to support disadvantaged children whether they were learning at school or from home. Employment of support staff including additional hours for TAs and SMSAs enabled the teacher to focus on disadvantaged pupils through online lessons, recorded lessons or assess and respond to questions on google classroom. This would not have been possible had we not been able to extend and utilise staff hours in this way:

When we returned to school in September 2020, we were eager to begin an intense and vibrant programme of “catch-up” and we were not expecting to enter a second lockdown; however we soon found ourselves in this situation and consequently had to adapt work and plans accordingly. Similarly at the start of the spring term 2021, the third lockdown quickly took an entirely different shape from the first lockdown in the previous March, when just a handful of pupils had attended and we hosted a hub of 3 schools on our premises. In this third lockdown by contrast, 81 pupils took up school places with an average of 76 pupils attending each day. Consequently all staff were working full time in school, simultaneously delivering lessons to pupils in the physical classroom and online for pupils learning remotely at home using the platform “Google Classroom”. In order to facilitate this, TAs and SMSAs took responsibility (*following the teachers initial input*) for supervising and addressing the needs of pupils in their bubble whilst the teacher worked with pupils learning remotely at home. This ensured that disadvantaged children had access to the teacher and quality first teaching, whether they were learning from home or at school. Laptops were provided for all families whose child did not have access to a computer at home. We felt it critical that families at home should not feel cut adrift or that their child was being educationally disadvantaged, therefore regular communication through letters, emails, messages, postcards, phone calls and Google Classroom were essential. A number of pupils eligible for pupil premium funding parents engaged with our strong home-learning programme and took advantage of resources sent home to support their learning. Standardised testing and teacher assessment showed the pupils who engaged well continued to make good progress with basic skills as well as develop their knowledge and skills through various projects.

This was not universal however and when all pupils returned to school, we found that the cohort comprised the following 5 different groups:

- 1) Children who *regularly* attended school over lockdown
- 2) Children who *intermittently* attended school over lockdown



- 3) Children who worked hard at home with their remote/online learning and had adequate/good support from parents
- 4) Children who *partially* engaged with remote learning
- 5) Children who have not done *any* remote learning at all

We resumed pupil progress meetings and implemented an intense catch-up programme for maths and reading in particular with a focus on disadvantaged pupils. We ran this alongside a stimulating and engaging curriculum to arouse intellectual curiosity and inspire children as learners. For the second year running, EoKS SATs have not taken place for Y6s and teachers were not asked to make summative judgments.

**So what did PIRA & PUMA standardised tests alongside teachers' diagnostic assessments reveal?**

Our analysis of gaps and misconceptions exposed the following issues:

- Basic number bonds to 10 (particularly in Y3) are very weak
- Multiplication tables are weaker than previously known, for a significant number of pupils who haven't kept up regular practice.
- Methods for written calculations – particularly decomposition for subtraction, are not secure
- Concepts of place value are weak for a number of pupils
- Pupils' lack of reading-fluency is holding back their understanding of texts
- When children read they frequently do not attend to the *meaning* of what they are reading. This happens at different levels across school and as a result a significant number of children have only a very superficial grasp of texts.
- A paucity of vocabulary and a weak general knowledge impedes the ability to make semantic connections and fragments comprehension.

It is clear that as a result of deleterious lockdown/isolation-disruption, the excellent reading-habits that we have worked on for so long, in many children have been severely eroded, due no doubt to the many distractions, anxieties and other limiting factors when not attending school.

## 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

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*