



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 – 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

Detail	Data
School name	Kiveton Park Meadows Junior School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	11/11/21 Reviewed 4/10/22 Reviewed 29/9/23
Date on which it will be reviewed	September 2024
Statement authorised by	Judith Elstone (2021) Laura Carr (2022) Laura Carr (2023)
Pupil premium lead	Laura Carr
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 £82,045 2022-23 £93,780

	2023-24 £945,75
Recovery premium funding allocation this academic year	2021-22 £9,280 2022-23 £9,280 2023-24 £9425
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	£104,000

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	Learning gaps in writing and maths.
2	SEMH and SEND needs have increased significantly. 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.
4	Lack of enrichment opportunities. Financial needs prevent some families from accessing enrichment opportunities.
5	Attendance and punctuality of disadvantaged pupils.
6	Parents' greater social, emotional needs and mental health.

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
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1.) Pupils to achieve their potential and reach age-related standard in writing and maths.	<ul style="list-style-type: none"> Assessment/tracking data shows an increasing percentage of pupils achieve the age-related standard in reading, writing and maths.
2.) All pupils are able to access quality first teaching alongside their peers, have good self-esteem and believe in themselves as learners.	<ul style="list-style-type: none"> Pupils demonstrate emotional resilience. Pupils have strategies to self-regulate. Staff are adept in supporting children with SEMH need. Pupils have good mental health.
3.) For pupils to secure key reading skills.	<ul style="list-style-type: none"> Pupils have good comprehension skills. Reading is fluent and accurate. There are no gaps in phonics. Children are able to read accurately in all areas of the curriculum.
4) To ensure that all children are able to access the full range of experiences linked to school and the curriculum.	<ul style="list-style-type: none"> All disadvantaged children attend school visits. Disadvantaged children have the option to attend breakfast club. Disadvantaged children have the option to attend a residential visit in Year 6. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
5) To close the attendance and persistent absence gap between the pupil premium children and all children.	<ul style="list-style-type: none"> Attendance for all pupils exceeds the national average. Persistent absence for all pupils is lower than national averages. To improve the attendance of pupil premium children to be in line with the national average for all pupils. To improve persistent absence amongst for pupil premium children so that it is in line with the national average for all pupils.
6) To support the social and emotional needs of pupil premium families.	<ul style="list-style-type: none"> There is an inclusion team to support families in need. Families to support are identified and reviewed at least termly. A range of support strategies are deployed to support families in bespoke manner

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff to be provided on a rolling programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 3</p> <p>and CPD (including Teaching for Mastery training)</p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3
TA training	<p>EEF – Making Effective use of Teaching Assistants</p> <ul style="list-style-type: none"> Teaching assistants have a greater professional knowledge and understanding and are more empowered to support individual pupils, groups and classes. 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>Autism Education Trust twilights</p>	1,2,3
CPD for teachers and subject leaders	<p>Ongoing support for CPD in all subjects, with leaders accessing subject leader networks and other areas of expertise such as Edinburgh Napier University; Sheffield Hallam, South Yorkshire Maths Hub, ROSIS and JMAT.</p>	1, 2, 3
CPD for teachers on “Learning Capabilities”	<p>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.</p>	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
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<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. 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. Teachers and TAs are trained in the interventions to achieve high fidelity and optimal benefit.</p>	<ul style="list-style-type: none"> • Pupil Progress reviews clearly show that individualised target, actions and interventions enable pupils to overcome barriers to understanding. • Evidence on testing shows increased standardised scores in reading and in maths. • Pupils are motivated to learn and they recognise when they have meet/are meeting their targets • Pupils are proud of meeting their targets and when governors monitor the strategy during visits, 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 	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	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>	<p>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.</p>	1,3
<p>Additional release time for SENDco to provide a Learning Support Service to improve outcomes in reading and maths for identified pupils with SEND (1 afternoon per week)</p>	<p>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 and train the teacher and TA in interventions, and provide appropriate high quality resources, and monitor the delivery and effectiveness of interventions.</p>	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>	2, 5, 6

	Parent support advisor is currently working with 34 families in school.	
Inclusion Team to access mental health training.	<p>Parental engagement has an impact of +3 months in the EEF Toolkit.</p> <p>The inclusion team provides bespoke support for families to facilitate their engagement in their child's education.</p> <p>We are using 'Working with parents to support children's learning' by EEF to inform our practice.</p> <p>https://educationendowmentfoundation.org.uk/</p>	2, 6
Additional TA support in class to help with children's day-to-day worries.	<p>Increased numbers of children with anxiety and mental health issues.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	2
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.	1, 2, 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"> • Digimaps facilitate an investigative approach to learning and discovery in History and Geography • Clicker, facilitates more independent learning for pupils with Dyslexia • TT rockstars motivates pupils to practise skills at home and at school • QR code resources (T Shirts with augmented reality – showing internal workings and systems of the human body) 	1, 3
Provide enrichment activities to stimulate pupils curiosity and love of learning.	<ul style="list-style-type: none"> • Theatre experiences • Online experts to engage directly with pupils and classes (Science/STEM projects) • 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. • Children's University – increases the number of pupils continuing their learning across different fields in the community • Residential visit allows children to experience a contrasting setting 	1, 2, 3, 4
FUSION – to develop staff professional knowledge in supporting pupils with SEND and SEMH	• 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	1, 2, 3

	pathways). They have participated more with whole class activities and felt more included.	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 4
Breakfast Club available free of charge	EEF evaluation report shows that breakfast clubs boost attainment. Magic Breakfast EEF	4, 5, 6
Cultural capital experiences promoted throughout the curriculum.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sutton trust – parent power Parent Power - Sutton Trust	4
Reduced cost or free access to after school clubs, trips and residential.	OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium Ofsted Research	4
Track and monitor attendance and punctuality weekly with half termly attendance team meetings.	- Invite those whose attendance is a concern to increase punctuality and attendance. Attendance and punctuality are vital for a successful education. Weekly monitoring to provide early identification of potential barriers. Half-termly attendance team meetings. Half termly attendance hub meetings. Termly attendance forums.	5

Total budgeted cost: £104,000

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 2022 to 2023 academic year.

1.) Pupils to achieve their potential and catch up with age-related standard in reading and maths.

In year tracking trends for whole school:

Reading has improved in every year group, with less children below and more children at and above.

Maths has improved in every year group with less children working below and more children working at or above.

Vulnerable Groups:

VG Pupils in Y3 reading have made good progress. In years 4 and 5, more children are now working below in Reading, Slight positive movements made in maths in all year groups apart from Y4.

More girls are working below in maths compared to boys, with more boys achieving GDS too, apart from in Y5.

Our analysis of gaps and misconceptions have 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 still 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.
- Our continuing plan includes ensuring a strong phonetic foundation through Sounds Write, using whole class reading and promoting reading for pleasure.

2.) Pupils to use good learning behaviours and are able to benefit optimally from the quality first teaching in all classes.

- Various training around behaviour management has been accessed and we have embedded a relationships policy to manage behaviour restoratively.
- Pupil voice shows that pupil premium children are happy in school.
- Drop-ins show that pupil premium children engage with their learning.
- Behaviour review shows pupil premium children receive the same recognition as other pupils.

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.

- Birmingham toolkit has been implemented to measure academic achievement in 'small steps'.
- Social/emotional well-being has been a focus for the whole school and children are making positive progress in being able to discuss how they are feeling. Strategies have been implemented to support individuals with knowing their 'triggers' and utilising self and co-regulating techniques.
- Pupil voice and reports from external visitors show that pupils are proud of their learning and want to show their work and their books and demonstrate their skills.

4) To ensure that all children are able to access the full range of experiences linked to school and the curriculum.

- The on-going financial crisis has impacted all families heavily but particularly those from disadvantaged backgrounds. By providing funded extra-curricular and in school opportunities, we hope to continue to build their cultural capital as well as ensure food and clothing needs are met.
- Free after school clubs were offered throughout the year. Uptake in this was high but less so for disadvantaged pupils. This will be reviewed for 2023-24 to ensure disadvantaged children are able to participate.
- The employment of a full time Family Liaison Support Assistant will strengthen the support package available to disadvantaged families.

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

Service pupil premium funding (optional)

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

Measure	Details
How our service pupil premium allocation was spent last academic year.	
The impact of that spending on service pupil premium eligible pupils.	

Further information (optional)