

Kirkby on Bain Church of England

Pupil premium strategy statement 2021/22 – 2022/23

1. Summary information					
School	Kirkby on Bain Church of England Primary School				
Academic Year	2021/22 2022/23	Total PP budget	21/22 £24,210 (+£125 cf) 22/23 £24,930 (+£359 cf)	Date of most recent PP Review	February 2023
Total number of pupils	21/22 109 22/23 108	Number of pupils eligible for PP	18 18	Date for next internal review of this strategy	July 2023

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	No statutory assessments took place during 20/21 academic year		No data included due to very low numbers, making pupils identifiable	No data included due to very low numbers, making pupils identifiable
% making progress in reading				
% making progress in writing				
% making progress in maths				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment in reading, writing and maths, for some pupils who are eligible for the pupil premium, is below age related expectations.
B.	Some pupils, who are eligible for the pupil premium, are not making expected progress in reading, writing and maths.
C.	Some pupils, who are eligible for the pupil premium, are not always able to access extra-curricular opportunities and are prepared for their next stage of learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	The attendance of pupils eligible for the pupil premium is below 90% in some instances.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the gap between disadvantaged and others in reading, writing and maths	The outcomes for those pupils who receive pupil premium funding are broadly in line with those of other pupils
B.	Ensure all disadvantaged children make at least expected progress from their differing start points	The progress measure evidences pupils receiving pupil premium funding make at least expected, and where possible, accelerated progress from their different starting points
C.	All pupil premium children are given the opportunity to access all extra-curricular activities: clubs, school trips etc. to ensure they are able to experience our full provision	All pupils receiving pupil premium funding are given the opportunity to participate in extra-curricular activities Registers evidence that at least 90% of pupils receiving pupil premium funding are participating in school-based extra-curricular activities
D.	Pupil premium children are not disadvantaged through non-attendance. Opportunities to close the gap are maximised.	All pupils receiving pupil premium funding are given the best possible support to attend school regularly and are prepared for the next stage of learning.

5. Planned expenditure					
Academic year	2021/22 and 2022/23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the differences in reading, writing and maths outcomes between those eligible for pupil premium and those who are not.	Academic Interventions with a teaching assistant or teacher.	Research conducted by Education Endowment Foundation in the UK have proven that the effects of TA led interventions on pupil learning is broadly positive.	<ul style="list-style-type: none">Drop-Ins, Monitoring,Sharing best practiceIndividual intervention programmes will be in place.Data will show accelerated progress. (NGRT, LExplore, PTE)	SLT	Mid-year review in Spring term 2022, and February 2023, July 2022 and 2023 and as part of Pupil Progress Meeting (PPM) discussions throughout the year.
	Greater levels of support within the classroom to ensure small groups of children receive effective and timely support within lessons, narrowing the gaps before the need for additional catch-up sessions occurs. This	Overall, EEF research evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	<ul style="list-style-type: none">Drop-Ins, Monitoring,Sharing best practiceData will show accelerated progress. (NGRT, LExplore, PTE)Children will feel more able to meet the demands of the lesson. PASS data		

	allows for timely identification of misconceptions and clarification of understanding.	The EEF toolkit states that 'Overall, the evidence suggests that early interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families.'	<ul style="list-style-type: none"> • Drop-Ins, Monitoring, • Sharing best practice • Data will show accelerated progress. (NGRT, LExplore, PTE) 		
We have a clearer understanding of pupil attainment and underlying cognitive ability	Assessment package to understand underlying cognitive ability and current attainment of pupils, particularly those in receipt of pupil premium funding. Analysis of data produced and cross referenced with PASS data to provide the fullest possible picture and identify effective targeted interventions.		<ul style="list-style-type: none"> • Drop-Ins, Monitoring, • Sharing best practice • Individual intervention programmes will be in place. • Development of the use of CAT reports and combination reports to greater inform understanding of pupils' abilities and performance. 	Class teachers	
Feedback is provided in the moment, ensuring pupils are able to reflect on and improve their own work in the moment.	Pupil discussions and supported small groups or pairs are in place to encourage effective peer improvement. Greater staff presence in lessons, often teacher and TA, ensuring opportunities to feedback within lessons are maximised		<ul style="list-style-type: none"> • Book scrutiny and pupil discussions demonstrate an awareness of where improvements where necessary within work, a progression in knowledge, skills and understanding and an awareness of next steps to improve further. 	Class teachers	

	<p>The EEF Toolkit states 'A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.'</p> <p>Greater staff presence in lessons, often teacher and TA, ensuring opportunities to create peer support and discussion groups are maximised. Further opportunities are available to model the process with pupils to ensure it is effective.</p>	<p>Research conducted and reports from the EEF toolkit state 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<ul style="list-style-type: none"> Book scrutiny and pupil discussions demonstrate an awareness of where improvements where necessary within work, a progression in knowledge, skills and understanding and an awareness of next steps to improve further. 		
Targeted support budgeted cost 21/22					£16,254
Targeted support budgeted cost 22/23					£14,853
<p>February 2023 Review</p> <p>Further interventions and whole school initiatives introduced during this academic year, including developments to Prosody and Fluency and the introduction of PAW and BASH. Patterns of basic errors/omissions/difficulties identified and targeted across school. LExplore useful in identifying tracking or underlying difficulties with reading and to provide another checkpoint for reading age and appropriate book level. We are considering training another member of staff (or two) in the use of LExplore and accreditation to assess in order to combat the capacity issue which affects the frequency with which can assess.</p>					
ii. Whole School Strategy: Health and Wellbeing					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Underlying attitudes and approaches to school and to themselves are identified and support provided at the earliest point Use of Pupil Attitudes to School and Self (PASS) surveys to ascertain a true picture of pupils' underlying feelings about school and themselves.	Use of PASS surveys will allow us to identify those children in need of this kind of support and intervention and ensure it can be actioned at the earliest point.	EEF toolkit research states that Social and Emotional Learning (SEL) programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils showing an additional 4 months impact.	<ul style="list-style-type: none"> Repeat survey to identify positive changes in attitude and approach later in the academic year Track progress to triangulate impact of SEL intervention on progress and attainment alongside improvement in confidence and self-esteem 	Georgina Day	Mid-year review in Spring term 2022, and February 2023, July 2022 and 2023 and as part of Pupil Progress Meeting (PPM) discussions throughout the year.
Pupils eligible for pupil premium funding are able to access extra-curricular	Use of funding to subsidise: <ul style="list-style-type: none"> Swimming costs Trips Milk Residential if finances are a barrier and support needed to access 	Equality of opportunity Inclusion All pupils eligible for the pupil premium should have the opportunity to access all aspects of the curriculum and have the choice to attend extra- curricular opportunities.	<ul style="list-style-type: none"> Keep a record of the extra-curricular opportunities pupils have accessed and evaluate impact on attendance, attainment and progress. 	Georgina Day	Mid-year review in Spring term 2022, and February 2023, July 2022 and 2023 and as part of Pupil Progress Meeting (PPM) discussions throughout the year.
Pupil Premium pupils attend school regularly and are given the best possible start to the day and are ready to learn.	Use of funding to subsidise: <ul style="list-style-type: none"> Breakfast Club places A proportion of salary costs for Family Liaison Officer to provide support to families with low levels of attendance. 	Good attendance for all pupils maximises opportunities to accelerate progress and provide the best start to their next steps in education and life.	<ul style="list-style-type: none"> Attendance will be tracked and above 90% for all pupils eligible for Pupil Premium funding. 	Georgina Day	Mid-year review in Spring term 2022, and February 2023, July 2022 and 2023 and as part of Pupil Progress Meeting (PPM) discussions throughout the year.
Whole school strategy budgeted cost (21/22)					£3,926

Whole school strategy budgeted cost (22/23)					£1600
February 2023 Review PASS is on the assessment overview for Spring Two and will be used to pinpoint areas for us to address and to aid a wider picture of pupils wellbeing in school, alongside teacher/staff judgement and conversations between school and home. Head is currently completing the Senior Mental Health Lead training and is planning to appoint some Wellbeing Warriors to ensure they receive support and learn strategies they can use to boost their own wellbeing and confidence but also to help them to support others in school. This will include some children in receipt of FSM. Subsequently, these pupils will support SMHL in developing an area on the school website to support parents/carers/local community with their wellbeing and to aid parents in supporting their children outside school. Participation in clubs is tracked to ensure equity of access and to ensure barriers are removed. Children in receipt of FSM are entitled to the first hour of care FOC. We are now supporting parents who are struggling and where a detrimental impact is being felt by the family beyond that hour on a needs basis and individual case by case. Children who are not in receipt of FSM but where they are still feeling the pressure of the cost of living crisis are also benefitting from this on a case by case basis. Our prime goal is to ensure our children are present in body and mind and where there are difficulties we seek to support and remove or reduce the barriers. Attendance is also closely monitored and tracked for all groups of children to ensure equity of access.					
iii. Other approaches: Support continuation and practise of basic skills at home					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to access resources to further support their learning at home	Availability of online resources to support learning at home.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches	<ul style="list-style-type: none"> Feedback from parents and pupils Evaluation of impact in acquisition of key skills 	Georgina Day	Seesaw and IDL continuing but funded from elsewhere.
Children are interested in the wide range of books and want to read them.	Inspiring and relevantly levelled books – book banded real books to continue on from phonics linked book band books.	Children have an inspiring selection of books, that are appropriately levelled, to choose between. Reading is a top priority and it spans the entire curriculum. We want to invest in high-quality books to ensure we continue to develop pupils' love of reading.	<ul style="list-style-type: none"> Dialogue with children, evaluating use of books and pupils' engagement and shared views of them Teachers to share experience seen in own class 	Natasha Tuite	Launched September 2022 Mid-year review Feb 2023
Children have considerable access to	Playground resources, equipment and materials incl. libraries	Children have requested a wider range of playground resources. These are well used but by lots of children	<ul style="list-style-type: none"> Dialogue with children, evaluating use of books and pupils' engagement 		Launched September 2022

resources in all areas of school life.		and need to be refreshed and replaced regularly. Some children don't have access to a wide range of books at home and don't get to public libraries outside school. Ensuring we have books readily available in school, promotes a love of reading and improves ability to access the wider curriculum.	and shared views of them <ul style="list-style-type: none"> Teachers to share experience seen in own class 		
Children, parents and staff are as informed as possible re. online safety and can easily access relevant resources/CPD.	Subscription to National Online Safety				Mid-year review Feb 2023
Children have raised levels of aspiration and start secondary school with these in place.	Raising Aspirations programme (run every other year with Y5/6 cohort)				Launched September 2022
Children know how to deal with risks, understand the consequences and be able to make an informed decision.	Participation in DAaRT (Drugs Awareness and Resilience Training)				Mid-year review Feb 2023
All children can air their opinion, have a platform to have them heard and know they can make a difference.	Smart School Council Subscription				Launched September 2022
Other approaches budgeted cost (21/22)					£1,524
Other approaches budgeted cost (22/23)					£8500
Total budgeted cost (includes use of some carry forward monies)					£23,763
February 2023 Review Smart School Council is in use but needs to become embedded. Time pressures are a barrier to this – not enough time in the day to fit this in as frequently as we would like. Introducing it part way during the year has made this more difficult too as it feels like an additional thing to do. A realistic timeframe and knowledge of it from the beginning of the year should help this to become a part of school life and will allow us to set up the school council arrangements					

in a different way from the beginning of next academic year. DAaRT and NOS have helped us to ensure that key messages and information have been appropriately shared with children, particularly important for those who will be transitioning to secondary next academic year to reduce their vulnerability. Moving from a very small, family feel school to a larger setting where not everyone is known and familiarity is gone can cause vulnerability until settled and this helps to provide the information they need and the confidence to speak up when something isn't right. Both have been received well in school. Parents speak positively about their children graduating from DAaRT and pupils speak positively about the impact it has had. NOS has provided support to teacher and information for parents. CPD is available to a greater degree regarding staying safe online and we have now formed a pupil group, Stay Safe Squad, to include road safety, anti-bullying, online safety etc. The children in this group are from Y5 and 6 and a combination of influential children who we know others listen to and believe and those who we think would benefit from hearing the messages as many times as possible and to have it reinforced by sharing it with others themselves. This group is developing this year and will become more embedded from the start of the next academic year. The extensive range of new books and our new library space in school have been well-received in school, particularly the pupils. They are matched to reading ages (informed by standardised scores and teacher judgement) and are of interest to them. We are continually reviewing the availability of new titles, particularly for those who still need access to phonetically decodable books, but that look like they are designed for older readers, and our most able readers.

6. Review of expenditure				
Previous Academic Year		2020/21		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the differences in reading, writing and maths outcomes between those eligible for pupil premium and those who are not.	Academic Interventions with a teaching assistant or teacher.	This year's review has been hampered by the national lockdown and wider effects of COVID 19. Those approaches which appeared to have been effective have been continued into this academic year. Our small cohorts and high ratio of adults to children have proved effective and will continue this academic year. Lowest 20% of readers in each class are able to read 1:1 daily with a TA or teacher to ensure the gap is diminished as quickly as possible. Specific areas of need can be identified quicker and interventions targeted to improve that area. Our cohorts are generally small and having a smaller		2021/22 £16,254

We have a clear understanding of pupil attainment and underlying cognitive ability	Assessment package to understand underlying cognitive ability and current attainment of pupils, particularly those in receipt of pupil premium funding.	Analysis of data produced and cross referenced with PASS data to provide the fullest possible picture and identify effective targeted interventions It was difficult to conduct the full fleet of assessments consistently this year due to the broken year and COVID lockdowns/restrictions/breaks in attendance for periods of isolation. The progress tests were used to inform current attainment and to aid teachers identification of gaps in knowledge and help them to adapt the curriculum in order to address them but the more lengthy CAT tests were difficult to squeeze in to a tight timetable. These will be conducted during 21/22 to allow for triangulation of results.	
Feedback is provided in the moment, ensuring pupils are able to reflect on and improve their own work in the moment. Pupil discussions and supported small groups or pairs are in place to encourage effective peer improvement.	Greater staff presence in lessons, often teacher and TA, ensuring opportunities to feedback within lessons are maximised.	Due to the staff to pupil ratio in place, the vast majority of feedback can be given in person and in the moment. Developing reflection forms part of our SDP priorities for 21/22	
Underlying attitudes and approaches to school and to themselves are identified and support provided at the earliest point	Use of Pupil Attitudes to School and Self (PASS) surveys to ascertain a true picture of pupils' underlying feelings about school and themselves.	This was used during 20/21 but for identified individuals rather than whole school. It was useful in forming a picture of health and wellbeing/self esteem alongside EHC application/SEN referrals etc. The timing for completion is key when administering the survey as return to school excitement, Christmas or similar special events, end of term tiredness etc. can all be factors in compromising the data produced. A separate vision and ethos survey was conducted with	
Pupils eligible for pupil premium funding are able to access extra-curricular aspects of our provision	Use of funding to subsidise: <ul style="list-style-type: none"> • Swimming costs • Trips • Milk 	This works well for our school community and ensures we are inclusive in our approach. Parents and pupils are appreciative of our support and using a proportion of our funding contributes positively to pupil and family self-esteem as it allows all pupils to	2021/22 £3926

Pupil Premium pupils attend school regularly and are given the best possible start to the day and are ready to learn.	Use of funding to subsidise: <ul style="list-style-type: none"> Breakfast Club places A proportion of salary costs for Family Liaison Officer to provide support to families with low levels of attendance. 	This works well for our school community. Funded Breakfast Club places ensure children in receipt of funding are able to have breakfast each morning and start the day ready to learn. Attendance % for all pupils in receipt of FSM improved from 2019/20 to 2020/21. Disallowing two outliers shows FSM attendance in line with whole school attendance figure of 96%, an increase from 92% the previous year. This approach will continue next academic year.	
Children are able to access resources to further support their learning at home	Availability of online resources to support learning at home.	Seesaw is now used consistently across school. It is thoroughly embedded within school practice and is a fluent language for communication with home. Pupils are well versed in the use of Seesaw and sharing their work and 'moments' in school with their parents, aiding conversation about their learning and building levels of aspiration and pride in their work and achievements. Doodle and IDL were effective, particularly during lockdown/isolation periods. These will be carefully considered as main school budget options but will not be funded by PP funding next academic year.	2021/22 £1524
Targeted support budgeted cost			£18,656
Whole school strategy budgeted cost			£1,267

7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.

Service Premium

Planned Spend – 2021/22

Little Troopers (and the associated catering costs) will continue next academic year. We have had a greater number of parent deployments this academic year and we are already aware of some early next academic year. This is an appreciated and effective element of our provision for service children and their families and is run by someone who has personal experience of family deployment. The funded first hour of care is also hugely appreciated by families and will continue this year. The part funding towards the purchase of iPads was a one off cost and therefore will not be repeated this year.

A proportion of salary costs for our Service Family Liaison Officer's TA hours is also funded by Service Premium funding. 50% of service pupils are in YR – Y2.

Evaluation of planned spend 2020/21 - £4960 (b/f £2,303)

£600 Family Liaison Officer to support Service families re. attendance and pastorally, particularly whilst service parents are on deployment

£250 Funded first hour of wraparound care whilst parents are deployed

£3825 50% cost of iPads purchased to allow greater levels of communication between home and school, particularly whilst service parents are deployed

£50 Catering provisions for Little Troopers etc.

£2500 TA support

£7225 projected expenditure

Planned Spend 2022/23

Little Troopers (and the associated catering costs) will continue next academic year. This is an appreciated and effective element of our provision for service children and their families and is run by someone who has personal experience of family deployment.

A proportion of salary costs for our Service Family Liaison Officer's TA hours is also funded by Service Premium funding. 50% of service pupils are in YR – Y3.

Evaluation of planned spend 2022/23 - £5440 (plus b/f £522)

£300 Family Liaison support

£300 subsidised/funded places at Wraparound Care when parents are deployed or when families need support for health and wellbeing concerns/pastoral reasons.

£50 Transport to allow participation of KS2 service children at RAF Camp Remembrance Service.

£4500 TA support

£50 Catering provisions for Little Troopers etc.

£5200 projected expenditure