

Pupil Premium Strategy Statement - Kirby Muxloe Primary School

School Overview

Detail	Data
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	6.34% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023, 2023 - 2024, 2024 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Elliot Howles
Pupil premium lead	Mrs Danielle Orton
Governor / Trustee lead	Mrs Faye Haldane

Detail	Amount
Pupil premium funding allocation this academic year	£40,255
Recovery premium funding allocation this academic year	£3,480
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,735

Part A: Pupil Premium Strategy Plan ... Statement of Intent

As a school we believe, that all children should be given the foundations and opportunities to make good progress and achieve high attainment across all subject areas. A child's background or personal challenges should never be a barrier to achievement, opportunity or success.

We work closely with all families, external agencies and social workers to ensure all potential challenges faced by all vulnerable children are closely considered, monitored and supported - whether the child is disadvantaged or not. We believe that every child at Kirby Muxloe Primary School should be given every opportunity to achieve.

Quality first teaching is at the core of our approach as this is proven to give all children the best opportunity to close any gaps in learning - therefore supporting all disadvantaged children whilst benefiting their peers. Disadvantaged children are identified and supported through specific teaching strategies and support systems within each lesson. Close monitoring of assessment data ensures specific gaps in learning are identified and teaching tailored specifically to reducing these.

As a school we use our professional judgement and the latest research when deciding how we will spend our Pupil Premium funding - we do this in a way that we feel will best support the individuals here at Kirby Muxloe Primary School. This incorporates both academic attainment and opportunities beyond the classroom in order to raise levels of progress and support children in fulfilling future aspirations. Following the Covid-19 pandemic, we are now able to incorporate both 'Recovery Premium' and 'The National Tutoring Programme' into our approach.

Although we do not allocate such spending on an individual basis, all children receive a core offer during their time at KMPS. This includes additional classroom support where they are behind their peers, tailored specifically to their individual gaps in learning, funding for swimming (Y1 - Y4) and educational school trips (including the residential trips in Y4 and Y6).

This year we added to this 'core offer' by loaning an iPad to each child to use at home. This ensures all disadvantaged pupils have full access to all online learning resources and homework set via school. This also removes potential barriers to learning from home. For us, this opportunity extends far beyond a learning tool. This provides the identified children with an equal opportunity to access and benefit from the same technology as their peers.

By implementing this approach and vision, we are ensuring all disadvantaged children have the best opportunity to succeed whilst at Kirby Muxloe Primary School.

Challenges

Challenge number	Detail of Challenge
1	Children still recovering from the implications of Covid-19 and gaps / missing knowledge in curriculum coverage and learning.
2	Children not participating / engaging / having access to home learning opportunities (including homework and reading) via SeeSaw and/or Google Classroom.
3	Children's attendance dropping below 91%.

Intended Outcomes...

Intended outcome	Success criteria
To ensure PP children meet age related expectations in reading, writing and maths.	Implement 'Tutoring' and 'Recovery Premium' funding plans to ensure accelerate academic progress measured against PiXL data and test score progress.
To ensure PP children's school attendance remains above 91% including school trips and residential stays.	Accelerated progress made as all lessons/interventions are attended measured against PiXL data and test score progress. Higher percentage of children accessing wider opportunities gained through school trips and residential stays.
To ensure high impact provision for PP children across the school.	All staff delivering high quality provision to ensure accelerated progress.
To increase cultural capital and ensure PP children engage in extended learning opportunities through the iPad loaning scheme launched this year.	Increased cultural capital through access to online learning and opportunities (inline with their peers) provided through the iPad loaning scheme.

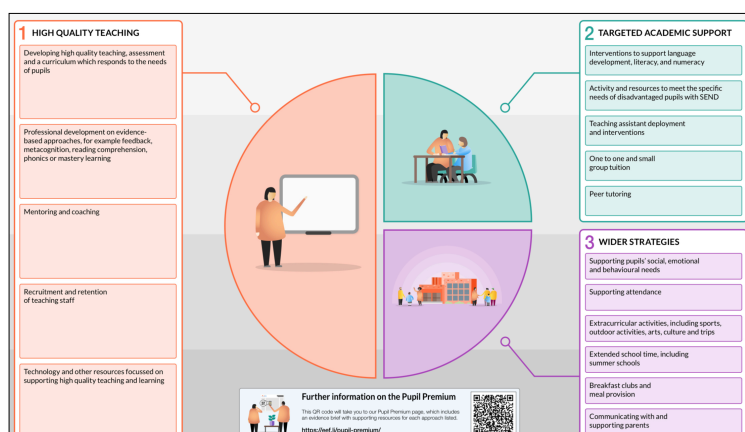
Activity in this Academic Year...

The Educational Endowment Foundation (EEF).

Using Pupil Premium - Guidance for Teachers - EEF

This provides a lot of the evidence which supports the rationale behind our approach. The toolkits are specifically tailored to the different areas within this strategy.

This visual representation shows how our approach is specifically tailored to meeting the needs of our disadvantaged children.



Teaching...

Budgeted cost: £11,139.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear and specific 'Provision Maps' for staff working with PP children and time specifically dedicated. 'Tutoring' and 'Recovery' funding plans clearly identify specific targets for reading, writing and maths which are regularly reviewed following PiXL assessments.	Subject Specific Guidance Reports & Guidance for Teachers - EEF	1
Class teachers to promote a 'love for learning' and dedicate time to build relationships with PP children to ensure school is a place they want to be attending. Class teachers to ensure there is 1:1 time each term when reviewing and setting targets to support this aim.	Improving Social & Emotional Learning in Primary Schools - Guidance Report - EEF	3
Incorporate Route to Resilience approach, including vocabulary, displays, lesson content, whole school LJ and assemblies. Quality First Teaching to ensure PP children are targeted within lesson planning and all staff are working together to reduced gaps in learning.	Social & Emotional Learning - Teaching & Learning Toolkit - EEF Subject Specific Guidance Reports & Guidance for Teachers - EEF	1 and 3

Targeted Academic Support...

Budgeted cost: £28,479.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA development to ensure high quality questioning, specific outcomes within sessions and promotion of independent learners. Incorporate PiXL Therapies during intervention sessions to ensure learning is tailored to specific and individual gaps in knowledge.	Assessment & Feedback - Guidance for Teachers - EEF	1
Pastoral sessions timetabled to explore deeper reasons that lead to poor attendance. Whole staff approach to keeping regular contact with families and parents.	Social & Emotional Learning - Teaching & Learning Toolkit - EEF	3

1:1 sessions with the Pastoral support, drop in sessions and some in class support and social communication groups for those who require it. Support offered with accessing and completing work set at home.	Homework - Teaching & Learning Toolkit - EEF	1, 2 and 3
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Wider Strategies...

Budgeted cost: £4,074.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal funding allocated for Residential Trips, Swimming and After School Clubs.	Life Skills & Enrichment - Guidance for Teachers - EEF	3
iPad loaned to every eligible student to ensure access to online learning and opportunities (inline with their peers). iPad 'Home-School' agreement and supporting materials provided to aid parents at home.	Life Skills & Enrichment - Guidance for Teachers - EEF Using Digital Technology to Improve Learning- Guidance Reports - EEF	2 and 3
Use of inclusion lead time, pastoral support and external agencies to seek advice for children with multiple barriers to learning. Personalised programme of learning tailored to support specific children where appropriate.	Social & Emotional Learning - Teaching & Learning Toolkit - EEF	1, 2 and 3
AHT and Admin Team to monitor the attendance of PP children half termly - looking for patterns/trends. PP Lead to liaise with parents regarding attendance and barriers to reaching a minimum of 91%.	Parental Engagement - Early Years Toolkit - EEF	3
PP Lead to continue to actively promote and encourage engagement of PP children and their parents in wider school life. Tracking of parent engagement through Parents Evening Data, scheduled meeting data and other events.	Life Skills & Enrichment - Guidance for Teachers - EEF Parental Engagement - Early Years Toolkit - EEF	2 and 3

Total budgeted cost: £43,692.45

Part B: Review of the Previous Academic Year (2021 - 2022)

Outcomes for disadvantaged pupils

1. Summary Information: Kirby Muxloe Primary School 2021-2022				
PP Budget: £40,775	Total Number of Pupils: 400	Number of Pupils Eligible for PP: 30	Publish Date: October 2022	Review Date: October 2023

Current Attainment: Key Stage 2 SATs 2022 (5 pupils):			Current Attainment: Key Stage 1 SATs 2022 (4 pupils):		
% pupils achieving at least the expected standard by the end of KS2:	Pupils Eligible for PP	National Average	% pupils achieving at least the expected standard by the end of	Pupils Eligible for PP	National Average (2019)
Reading: 83%	75%	74%	Reading: 67%	50%	75%
Writing: 88%	75%	69%	Writing: 61%	0%	69%
Maths: 92%	100%	71%	Maths: 82%	25%	76%
Combined: 82%			Phonics: 95%	100%	

2. Review of Expenditure for Previous Academic Year 2021-2022:				
Outcome:	Chosen Approach/Action:	Estimated Impact:	Lessons Learned:	Cost:
To ensure PP children meet age related expectations in reading, writing and maths.	<p>Clear and specific 'Provision Maps' for staff working with PP children and time dedicated to 'Covid Catch Up' plans.</p> <p>Reach for the Stars booklets clearly identify specific targets for reading, writing and maths which are regularly reviewed and feedback shared with PP children.</p> <p>LSA development to ensure high quality questioning, specific outcomes within sessions and promotion of independent learners.</p> <p>Use of inclusion lead time, learning mentor and external agencies to seek advice for children with multiple barriers to learning.</p>	<p>Progress measures show that progress is in line with national averages.</p> <p>Covid catch up plans and Reach for the Stars booklets enabled accelerated progress.</p>	<p>Specific training required for LSAs to enable high quality interventions with PP children.</p> <p>Closer monitoring of provision maps to ensure PP children receiving appropriate provision.</p> <p>End of Reach for the Star booklets. Whole school focus to replace. Data focused.</p>	

To ensure PP children's school attendance remains above 91%.	<p>Class teachers to promote a 'love for learning' and dedicate time to build relationships with PP children to ensure school is a place they want to be attending.</p> <p>Pastoral and Learning Mentor sessions timetabled to explore deeper reasons that lead to poor attendance.</p> <p>AHT and Admin Team to monitor the attendance of PP children half termly - looking for patterns/trends.</p> <p>PP Lead to liaise with parents regarding attendance and barriers to reaching a minimum of 91%.</p>	<p>86.6% of PP children have attendance of 91% or higher.</p> <p>2 of the 4 children whose attendance is below 91% will not be returning to KMPS in the next academic year.</p> <p>Loaning of iPads has promoted a love of learning and allowed children to access content.</p>	<p>Promoting and ensuring a love for learning encourages children to want to attend school - continue to ensure this is delivered to a high standard.</p> <p>Closely monitor specific individuals whose attendance drops below 91%.</p>	
To ensure high impact provision for PP children across the school.	<p>Incorporate Route to Resilience approach, including vocabulary, displays, lesson content, whole school LJ and assemblies.</p> <p>Quality First Teaching to ensure PP children are targeted within lesson planning and all staff are working together to reduced gaps in learning.</p> <p>Pastoral and Learning Mentor sessions timetabled to explore deeper reasons that lead to poor attendance.</p> <p>PP Lead to continue to actively promote and encourage engagement of PP children and their parents in wider school life.</p> <p>Tracking of parent engagement through Parents Evening Data, scheduled meeting data and other events.</p>	<p>All teaching staff displayed and promoted the Route to Resilience approach and are relentlessly referred to across the school day.</p> <p>Pastoral lead worked with both children and parents which had a positive impact on attendance and progress.</p> <p>COVID-19 prevented many elements of normal school life including assemblies and wider school activities.</p>	<p>Continue to focus on Route to Resilience as a strategy to develop the whole child.</p> <p>Identify PP children during planning to ensure that they receive quality first teaching at all times.</p> <p>Continue tracking of parent engagement.</p> <p>Fully embed new iPad loaning scheme with eligible families.</p>	£35,641.08
To ensure PP children participate in enrichment activities to further aspirations.	<p>Personal funding allocated for Residential Trips, Swimming and After School Clubs.</p> <p>'Personal Budget' for After School Clubs. Discussions with parents to ensure a high uptake and provision that meets the wants and needs of the PP children.</p>	<p>PP children would attend a variety of extra curricular activities</p> <p>Clubs tailored to specific interests to ensure greater attendance.</p>	<p>Clubs to run for free for specific year groups each term to ensure a high attendance.</p> <p>Continue to explore options outside of school (leisure centre, cinema, etc.)</p>	£5150

Externally Provided Programmes...

Programme	Provider
"Achievement for All"	<p>Achievement for All... this company started with us just before the pandemic, with the intention of coming into school to support our approach.</p> <p>During the pandemic, support became limited and meetings virtual. Following the pandemic, the company collapsed and all support came to an end.</p> <p>Unfortunately, we were unable to explore the potential benefits that were initially shared with us.</p>