

# Pupil premium strategy statement

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   | Kirby Muxloe Primary School |
| Number of pupils in school  | 394                         |
| Proportion (%) of pupil premium eligible pupils   | 7%                          |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021/22 -                   |
| Date this statement was published   | September 2021              |
| Date on which it will be reviewed   | September 2022              |
| Statement authorised by   | Elliot Howles               |
| Pupil premium lead  | Amy Felsinger               |
| Governor / Trustee lead   | Lorraine Biddle             |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £42,119 |
| Recovery premium funding allocation this academic year  | £3,770  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45,889 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim for our disadvantaged pupils is to give them the tools they need to be successful, both academically and holistically as a person. We want our provision to enable these children to access and progress as their peers would, closing any gaps between them and the general cohort. We aim to provide individual support to allow them to reach their potential and close any gaps in their learning. Assertive mentoring and personalised targets support their academic progress.*

*Additionally to supporting them academically, we want to provide opportunities for the children to build their cultural capital by giving them the chance to explore individual passions and interests.*

*Our Pupil Premium Strategy Plan works towards achieving this through the empowerment of our staff, the provision of tools to support pupils progress and financial support for extra-curricular activities.*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged children meeting age related expectations in reading, writing and maths.  |
| 2                | Ensuring PP children's school attendance remains above 91%.   |
| 3                | Ensuring high impact provision for PP children across the school.   |
| 4                | Ensuring PP children participate in enrichment activities to further aspirations.   |
| 5                | Children unable to access the school curriculum as expected due to Covid-19 lockdown measures, including children not participating/engaging in home learning via Seesaw. |

## 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   |
|--|--|
| For significantly more Pupil Premium children, who have no other learning barrier, to meet age related expectations in reading, writing and maths. | Pupil Premium children reaching expected to go From 58% to 75% in Reading<br>From 53% to 70% in Writing<br>From 41% to 65% in Maths<br>Using our internal data measures.   |
| To ensure Pupil Premium children's attendance remains above 91%.   | Pupil Premium children's attendance remains above 91% on average.<br><br>Intervention is made when this drops below 91% on an individual basis.  |
| To ensure high impact provision for Pupil Premium children across the school.  | All Pupil Premium receive assertive mentoring from their class teacher on a termly basis.<br><br>Provision maps demonstrate each child receives an individual programme of support in line with their targets.         |
| To enable Pupil Premium to participate in enrichment activities to further aspirations and build cultural capital.                                 | At least 10% of children attending clubs across school and the academic year are Pupil Premium children.<br><br>75% of Pupil Premium children attend an extra-curricular activity before the end of the academic year. |

## 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: £27,320

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Clear and specific 'Provision Maps' for staff working with Pupil Premium children where time is specifically dedicated to individuals.  | EEF toolkit signposts specific feedback to have the most impact on pupil outcomes.                  | 1, 3, 5                       |
| Reach for the Stars booklets clearly identify specific targets for reading, writing and maths (clearly linked to PiXL where appropriate) which are regularly reviewed and feedback shared with pupils and parents/carers. | Time ring fenced for Pupil Premium children will allow them to access more personalised provision.  | 1, 3, 5                       |
| Teachers plan in support for Pupil Premium children during their planning days in response to PiXL assessments.   | When planning is geared up to support individual children, their gaps are more likely to be closed. | 1, 3, 5                       |
| Class teachers to ensure there is 1:1 time each term when reviewing and setting targets to support this aim.  | Assertive mentoring proven to support children in achieving their potential.                        | 2                             |
| Incorporate Route to Resilience approach, including vocabulary, displays, lesson content, whole school LJ and assemblies.   | Resilience and independence are qualities that have accelerated personal progress.                  | 3                             |

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

Budgeted cost: £3,770

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| LSA development to ensure high quality questioning, specific outcomes within sessions and promotion of independent learners.      | All staff need to understand the necessary steps to ensure children make progress in reading, writing and maths. | 3, 5                                 |
| Use of inclusion lead time, learning mentor and external agencies to seek advice for children with multiple barriers to learning. | Identification of complex needs to overcome deep rooted barriers.  | 2, 3, 5                              |
| Tutoring opportunities before/after school for Years 2, 3 and 6.  | Smaller group teaching and learning can support accelerated progress.  | 1, 5                                 |

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

Budgeted cost: £14,874

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| Pastoral and Learning Mentor sessions timetabled to explore deeper reasons that lead to poor attendance.                | Children need to know they have multiple adults within the school setting that they can go to and trust.         | All                                  |
| Whole staff approach to keeping regular contact with families and parents.  | Additional support beyond the immediate team is available if needed.   |                                      |
| AHT and Admin Team to monitor the attendance of PP children half termly - looking for patterns/trends.                  | Children need to be in school in order to gain the best access to their education.                               | 2                                    |
| PP Lead to continue to actively promote and encourage engagement of PP children and their parents in wider school life. | EEF toolkit and studies show that proactive parent engagement has a greater impact on their children's outcomes. | 2, 4                                 |

|  |  |                   |
|--|--|-------------------|
| <p>Personal funding allocated for Residential Trips, Swimming and After School Clubs.<br/>         '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>All children benefit from learning outside the classroom.</p>   | <p>4</p>          |
| <p>Provision of personal iPads for use at home to support home learning and access to online resources.</p>  | <p>Learning at home supports learning in school and enables children to access all aspects of their education.</p> | <p>1, 3, 4, 5</p> |

**Total budgeted cost: £45,964**

## **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.

*See Further Information below.*

### **Externally provided programmes**

| <b>Programme</b>    | <b>Provider</b>     |
|---------------------|---------------------|
| Achievement for All | Achievement for All |
|                     |                     |



## KMPS Pupil Premium Strategy Statement 2021-2022



### 1. Summary Information: Kirby Muxloe Primary School 2020-2021

| PP Budget: £47,890 | Total Number of Pupils: 400 | Number of Pupils Eligible for PP: 24 | Publish Date: August 2021 | Review Date: August 2022 |
|--------------------|-----------------------------|--------------------------------------|---------------------------|--------------------------|
|--------------------|-----------------------------|--------------------------------------|---------------------------|--------------------------|

### 2. Review of Expenditure for Previous Academic Year 2020-2021:

| Desired Outcome:   | Chosen Approach/Action:   | Estimated Impact:   | Lessons Learned:   | Cost:   |
|--|---|---|--|---------|
| To ensure PP children meet age related expectations in reading, writing and maths. | Clear and specific 'Provision Maps' for staff working with PP children and time dedicated to 'Covid Catch Up' plans. Reach for the Stars booklets clearly identify specific targets for reading, writing and maths which are regularly reviewed and feedback shared with PP children. LSA development to ensure high quality questioning, specific outcomes within sessions and promotion of independent learners. Use of inclusion lead time, learning mentor and external agencies to seek advice for children with multiple barriers to learning.  | Progress measures show that progress is in line with national averages. Covid catch up plans and Reach for the Stars booklets enabled accelerated progress.   | Specific training required for LSAs to enable higher quality interventions with PP children. Closer monitoring of provision maps to ensure PP children receiving appropriate provision. Monitor use of Reach for the Stars Booklets to ensure impact is as high as possible.   |         |
| To ensure PP children's school attendance remains above 91%.                       | 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. Pastoral and Learning Mentor sessions timetabled to explore deeper reasons that lead to poor attendance. 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%.   | 86.6% of PP children have attendance of 91% or higher. 2 of the 4 children whose attendance is below 91% will not be returning to KMPS in the next academic year. Loaning of iPads has promoted a love of learning and allowed children to access content.  | Closely monitoring attendance and regular contact with home during lockdowns has built stronger relationships with school. Promoting and ensuring a love for learning encourages children to want to attend school - continue to ensure this is delivered to a high standard. Closely monitor specific individuals whose attendance drops below 91%. | £40,640 |
| To ensure high impact provision for PP children across the school.                 | 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 reduce gaps in learning. Pastoral and Learning Mentor sessions timetabled to explore deeper reasons that lead to poor attendance. 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. | All teaching staff displayed and promoted the Route to Resilience approach and are relentlessly referred to across the school day. Pastoral lead worked with both children and parents which had a positive impact on attendance and progress. COVID-19 prevented many elements of normal school life including assemblies and wider school activities. | Continue to focus on Route to Resilience as a strategy to develop the whole child. Identify PP children during planning to ensure that they receive quality first teaching at all times. Continue to build relationships with parents and ensure engagement in wider school activities and clubs.  |         |
| To ensure PP children participate in enrichment activities to further aspirations. | Personal funding allocated for Residential Trips, Swimming and After School Clubs. Discussions with parents to ensure a high uptake and provision that meets the wants and needs of the PP children. Continue to explore options outside of school (leisure centre, cinema, etc.)   | PP children would attend a variety of extra curricular activities. Clubs tailored to specific interests to ensure greater attendance.   | Due to COVID-19 restrictions, clubs were unable to run. This will therefore continue as a target into the next academic year to ensure the building of cultural capital for PP children. Continue to explore options outside of school (leisure centre, cinema, etc.)  | £7,250  |

## Further information (optional)