

# Pupil premium strategy statement

2020-2021

## School overview

Metric	Data
School name	Kirkbymoorside Community Primary School
Pupils in school	211 (Reception – Year 6)
Proportion of disadvantaged pupils	18% (38 pupils including FSM Ever)
Pupil premium allocation this academic year	£49,420
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Gill Hardacre
Pupil premium lead	Gareth Sleightholme
Governor lead	Heather White

## Disadvantaged pupil progress scores for last academic year

Measure	Score (2019)
Reading	+1.3
Writing	+2.6
Maths	+3.7

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	25%
Measure	Activity
Priority 1	To close the gap of PP and Non-PP children
Priority 2	For more disadvantaged children to move from ARE to GD

Priority 3	PP children with specific difficulties having needs met through focused interventions – Including speech and language support
Priority 4	Increase and achieve national average progress scores in KS1 and KS2 English
Priority 5	Support children with SEMH needs through Thrive initiative
Priority 6	Increase the effectiveness of online learning, with a focus on keeping children safe online
Barriers to learning these priorities address	<p>Consistent, research based approach to teaching KS1 English</p> <p>A number of children have specific difficulties that need a more tailored approach to learning</p> <p>Covid has had a detrimental impact on the resilience and positive mental health of a number of children throughout school</p>
Projected spending	£49,420

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To support PP children in achieving national average progress scores in reading	July 21
Progress in Writing	To support PP children in achieving national average progress scores in writing	July 21
Progress in Mathematics	To support PP children in achieving national average progress scores in maths	July 21
Phonics	To support PP children in achieving national average progress scores in phonics	July 21
Other	SEMH well-being supported to enable children to be more resilient learners	July 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Increasing staffing – enabling staff to deliver targeted interventions Employ member of staff to release others to plan, prepare and analyse data to enable effective targeted interventions for PP children
Priority 2	Employ staff to allow class sizes to remain low in order to maximise children’s learning potential
Priority 3	Employ support staff to deliver interventions which support individual needs – IDL, Speech Link £584
Priority 4	Pobble purchased to support learning of English throughout KS1 and 2 £999
Priority 5	
Priority 6	Purple Mash purchased to support and deliver good quality computing scheme £1000
Barriers to learning these priorities address	Emotional resilience is increased so learning can be more effective Provide catch up in Reading, Writing and maths

	Providing phonics teaching to those who have not sustained reading in lockdown
Projected spending	£46,649

### Wider strategies for current academic year

Measure	Activity
Priority 5	SEMH Thrive support Thrive package purchased to identify and support emotional well-being £771 and Teaching assistant support £2000
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	£2771

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is given for staff training on specific interventions to increase progress and raise attainment	Effective use of INSET days and online CPD sessions
Targeted support	Ensuring the school maths and English leads have sufficient time to support the implementations of interventions	SENCO and subject leads use Curriculum non-contact time to support intervention programmes effectively
Wider strategies	Address the impact of Covid on children's resilience and well-being	Through Thrive assessment, individuals identified and needs highlighted. Work with staff and parents to promote resilience and positive mental health

### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Improvement in progress of disadvantaged children. Increase in progress and children on track to reach target
EYFS progress	Increase in the percentage of disadvantaged children reaching GLD
Well-Being support	Continuing due to Covid