

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	Kirkbymoorside CP School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 21
Date on which it will be reviewed	September 22
Statement authorised by	Gareth Sleightholme, Head of School
Pupil premium lead	Gareth Sleightholme, Head of School
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59029
Recovery premium funding allocation this academic year	£5655
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	£64684

Part A: Pupil premium strategy plan

Statement of intent

Kirkbymoorside Community Primary School is located in the Ryedale District of North Yorkshire and serves a widespread rural catchment area.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Disadvantaged Pupils Vision

- Ryedale Learning Trust pupils eligible for Pupil Premium funding outperform non-disadvantaged pupils nationally
- Reduce the 'within-school' gap by improving the performance of Pupil Premium pupils
- All pupils have equal access to the full curriculum, both in class and online
- All pupils are able to access a broad range of extra-curricular opportunities
- All pupils have high academic aspirations and are fully supported in achieving their full potential

- All pupils feel happy, supported and confident members of Kirkbymoorside Community Primary School

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which then impacts literacy results. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Reception GLD Disadvantaged 44%, Non-Disadvantaged 67%, Writing Rec Dis 44%, non-dis 67%</p> <p>Y1 Dis 63%, non-dis 76% Y2 Dis 43%, non-dis 63% Y3 Dis 25%, non-dis 63% Y4 Dis 75%, non-dis 76% Y5 Dis 43%, non-dis 83%</p>
2	<p>Assessments and observations of pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Reception Baseline Reading: Non-disadvantaged 76% ARE Disadvantaged 55%</p> <p>Y1 Phonics Dis 56%, non-dis 67%</p>
3	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last year, 50% of our disadvantaged pupils arrived below age-related expectations compared to 18% of other pupils. This gap remains steady to the end of KS2. KS 2 Scaled Score: Disadvantaged pupils -2.1 Non-disadvantaged 1.2</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Ability to manage feelings and behaviour (SEMH/Well-being). Parents and pupils need additional support to cope with the impact of the pandemic. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 0.9% lower than for non-disadvantaged pupils. Overall 95.5% Disadvantaged 94.6%</p> <p>21.4% of disadvantaged pupils have been 'persistently absent' compared to 15.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2021/22 are at least in line with national expectations
Improved maths attainment for disadvantaged pupils.	Maths outcomes in 2021/22 are at least in line with national expectations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in interventions and referrals • an increase in participation in enrichment activities, particularly among disadvantaged pupils • raised aspirations among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> • Attendance of disadvantaged pupils at least 95%

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: £53,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to implement the Positive Footprints – increasing aspirations (1 teacher – 2 hours training)	Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Developing ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes. EEF	4
NELI	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional teacher to reduce class numbers	Reducing class size has a positive impact of +2 month, on average. EEF	1,2,3,4
IDL 2 GTA 1 hour Training costs	Pupil progress is impacted positively through a graduated programme. National research shows an average increase in reading and spelling ages of 11 months	2,3
RWI and Pobble Training (RWI: 3 days training - 20 members of staff. Pobble: 1 day training – 1 member of staff) and Resources purchased to support phonics programme	A structured, systematic phonics approach has 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	2
Enhancement of our-	The DfE non-statutory guidance has been	3

<p>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 White Rose Maths Premium resources.</p> <p>Continue to subscribe to Purple Mash to maintain high quality computing programme of study and support online e-safety. Aspects of home learning can be completed through Purple Mash, with disadvantaged and non-disadvantaged pupils having a consistent approach.</p>	<p>produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 3 and CPD (including Teaching for Mastery training). The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing ATA 2 hours per week NELI intervention cover</p>	<p>Screening of reception children using the approved NELI intervention indicates that children have weak language and communication skills. Most children working within average band (3 children) and are unlikely to have the breadth of vocabulary that reflects their experiences.</p> <p>Oral language interventions have an impact of +6 months</p>	<p>1</p>
<p>Engaging with National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has had the most impact by the pandemic. Those accessing NTP will be higher percentage of Disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small</p>	<p>1,2,3</p>

	groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions to support children needing extra interventions (ATA 2 hours per week)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. +5 months	2
IDL Literacy and maths purchased to support children requiring extra interventions	Pupil progress is impacted positively through a graduated programme. National research shows an average increase in reading and spelling ages of 11 months	2,3

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

Budgeted cost: £3,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive initiative supported by extra staffing, assessment and resources	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF	4,5
Pastoral Officer employed to work with families who require additional support	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF	4,5
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)	4,5
Contingency fund for acute issues (eg Residential visits/school uniform)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £ 64,684

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.

The pupil premium strategy for 2020-21 ensured that all staff were focussed on the pupils in receipt of pupil premium and were able to identify barriers to learning and successful strategies to support these identified pupils. Interventions such as Thrive were facilitated by class teachers and teaching assistants where appropriate to support emotional wellbeing.

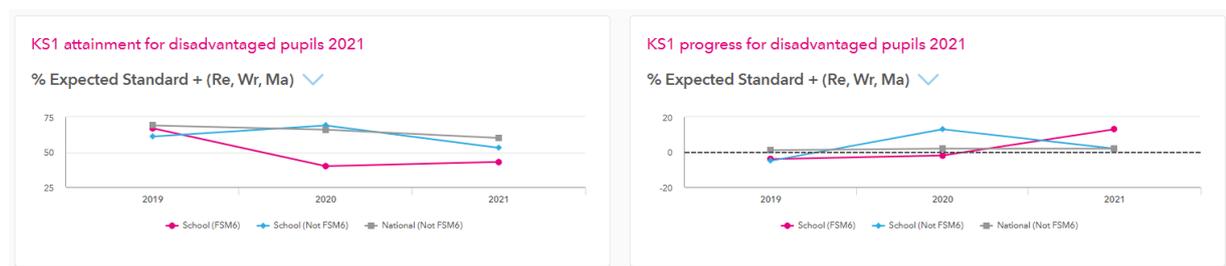
Children and parents have commented positively on the support that these pupils have received.

The implementation of the PSHCE curriculum has provided pupils with the opportunities to explore self-regulation, emotional resilience and opportunities to explore relationships.

Access to technology allowed all our pupils to access the high-quality remote learning during school closures but also enabled them to continue to access homework tasks and additional learning tasks on full return.

The quality of the delivery of phonics continued to be high priority. High quality training and support from Ruth Miskin Training ensured that a consistent and effective approach to the delivery of phonics was maintained.

2021 Results KS1 Disadvantaged:



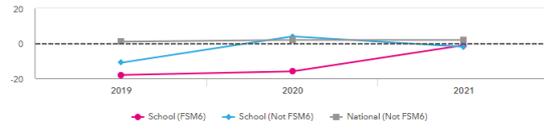
KS1 attainment for disadvantaged pupils 2021

% Expected Standard + Reading DFE ▼



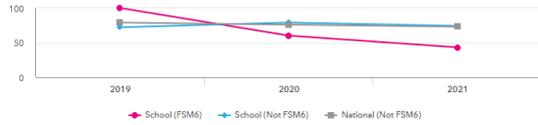
KS1 progress for disadvantaged pupils 2021

% Expected Standard + Reading ▼



KS1 attainment for disadvantaged pupils 2021

% Expected Standard + Maths DFE ▼



KS1 progress for disadvantaged pupils 2021

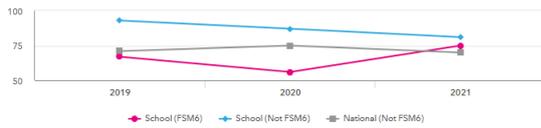
% Expected Standard + Maths ▼



2021 Results KS2 Disadvantaged:

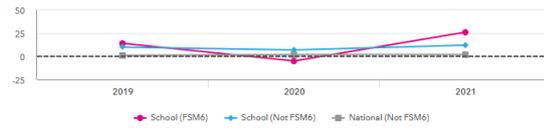
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ (Re, Wr, Ma) DFE ▼



KS2 progress for disadvantaged pupils 2021

% Expected standard+ (Re, Wr, Ma) ▼



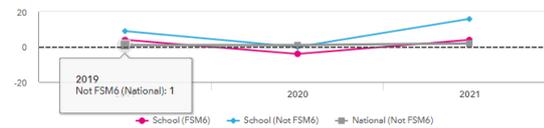
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Reading DFE ▼



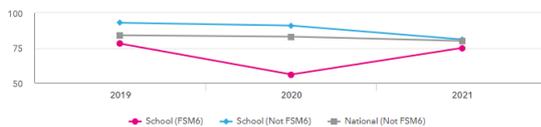
KS2 progress for disadvantaged pupils 2021

% Expected standard+ Reading ▼



KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Maths DFE ▼



KS2 progress for disadvantaged pupils 2021

% Expected standard+ Maths ▼



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 did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA