

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kirkstall St Stephen's C of E (VA) Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	17 th October 2023
Date on/before it will be reviewed	December 2024
Statement authorised by	Phil Sheppard HT
Pupil premium lead	Zoe Barnett
Governor / Trustee lead	Tim Payne COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	59 FSM 1 Ever 6 5x CLA (CPD, L&V H, RA & EJ) £95,965 FSM & Ever 6 including £10,120 CLA
Recovery premium funding allocation this academic year	£9135
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	£112,080

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for our disadvantaged pupils is that they have the same opportunities to succeed in school as their non-disadvantaged peers.

At KSS, the pupil premium strategy plan allows us to deliver our school vision of 'we are cherished, we are challenged, we are children of God', without this funding it would not be possible. We aim to make all pupils in our school feel emotionally secure, cherished and therefore able to learn and progress academically. We use the vast majority of the pupil premium budget on providing school with support staff to work directly with pupils and the families of vulnerable pupils facilitating emotional and academic support, using effective strategies from the EEF toolkit to aid progress.

- *All pupils receive good quality wave 1 teaching*
- *All pupils receive informal wellbeing support when required*
- *Formal interventions are in place to support identified pupils with Social, Emotional and Mental Health needs (SEMH), Speech & Language needs and Phonic support for early reading.*
- *All pupils have the resources they need to access school and the curriculum*
- *All families in need have contact with staff members who can support or signpost to agencies to help them overcome barriers*

Challenges

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

Challenge number	Detail of challenge
1	Financial Deprivation: Some of our families in receipt of the Pupil Premium Grant are living with financial difficulties. This can affect the children in our school in many ways, including access to food, lateness or absence, unable to afford educational visits, home environment- instability, issues surrounding the cost of utility bills
2	Attendance & Punctuality: Some of our families who receive the pupil premium grant have poor attendance and/or punctuality.

3	<p>Limited Time to Support Children</p> <p>Linked to financial deprivation, some of our families have very limited time to spend together. Parents may hold several jobs or work unsociable hours resulting in limited parent-child time.</p>
4	<p>Limited Ability to Support Children</p> <p>Some of our families do not have the ability to support their child at home with their academic learning. There are many reasons for this, including: not understanding the curriculum; limited time; being under confident in their own skills; not speaking English; Parents/carers having SEND.</p>
5	<p>Pupils who are in receipt of the PPG and are also on the SEND register</p> <p>Many of our children who are on the SEND register are also in receipt of the Pupil Premium Grant. Being on the SEND register means the school/family has already identified that a child has barriers to learning. Many pupils identified as having a SEND may have to wait a significant amount of time to receive the expert advice from external agencies due to long waiting lists and backlog.</p>
6	<p>Social and Emotional Health of Pupils</p> <p>Some children in receipt of the Pupil Premium Grant have support in school to overcome social and/or emotional health related difficulties. These difficulties are often as a result of: bereavement, changes in family setting (e.g. birth of a new baby, parent/carer divorce), have behavioural problems, trauma, social services being involved.</p>
7	<p>Limited Resources/Life Experience</p> <p>Some children in receipt of the Pupil Premium Grant have few educational tools/resources (books, educational games, computer for learning) at home. Opportunities to develop life experience may also be limited. Reasons for this are often linked to those mentioned above, especially limited time and financial deprivation. This gap grew throughout the pandemic, in some part due to the requirement to book experiences online/pay in advance and limited numbers</p>
8	<p>Gaps in Knowledge due to Lockdown</p> <p>Some pupils did not attend school at all during lockdown. Not all pupil premium grant children were considered vulnerable. Some that were, chose not to attend due to health reasons/family reasons etc. This may have led to gaps in pupil knowledge; pupils in Reception at the start of the Pandemic are now in Year 4.</p>
9	<p>Mental Health of pupils due to Lockdown/Covid-19 trauma</p>

	We need to support all pupils with their mental health and wellbeing after their lives were so disrupted through the lockdown. All pupils have suffered throughout this experience, but at school we are particularly concerned about certain cohorts due to the complexities surrounding SEND and deprivation, the current cost of living crisis has increased concern.
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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 (Est £)	Success criteria
<p>Families in great difficulty can be supported to ensure their pupils have equal access to the curriculum (e.g. uniform; trips)</p> <p>£1,500 (prev. year £1,149)</p>	<p>All school pupils have the same opportunities as their peers regardless of their family's financial situation Children will feel accepted and of equal self-worth = invaluable</p> <p>The children will not be informed if school has paid on their behalf.</p>
<p>Specific groups of pupils (e.g. FSM/CLA etc) are carefully targeted for interventions through accurate assessments paired with the most effective interventions</p> <p>Provision Map- £780 DHT/SENCO time Pupil progress meetings- Teachers & DHT</p>	<p>All interventions are mapped through the new provision mapping software detailing cost and effectiveness. Children are targeted for purposeful interventions aimed at increasing core standards and child wellbeing.</p>
<p>All vulnerable pupils and their families have pastoral support to ensure their children can successfully receive their education</p> <p>School SEND support/ family support worker</p> <p>Approx. £13,000 SEND Approx. £27,000 FSW Approx. £10,000 SEAL/PSHCE</p>	<p>All children are supported to attend school and are punctual Families have support and signposting to access services, e.g. food banks, community groups Pupils vulnerable because of their medical needs are supported To facilitate work between families and agencies</p>
<p>Staff are trained and up to date with relevant information to allow wave 1 high quality first teaching</p> <p>£5,000 (spent on courses or cover for staff release)</p>	<p>Staff have access to high quality CPD Staff attend and adapt teaching to support learners improving outcomes</p>

All pupils receive high quality wellbeing support	Support staff increase the numbers of adults pupils have contact with, Vulnerable pupils are receiving additional support to achieve Pupils are supported academically and social and emotionally Data shows children are progressing in all aspects of the curriculum
Priority places in after school sports clubs/activity clubs/holiday clubs/transport to club competitions Note: We don't pay for the holiday clubs-PE Partners claims from Healthy Holiday Fund	High proportion of pupil premium children take up places offered Research indicates that opportunities like this can help raise academic achievement
Children provided with resources their family may otherwise not be able to afford £1000	All children have equipment required to participate in school activities.
All children have high quality wave 1 teaching	Support staff aid the work of schoolteachers, enhancing their teaching and supporting pupils to access and achieve their potential Vulnerable pupils receive and increased amount of adult supported time (compared with no support staff present)

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: £ 29,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff member to support in school	Additional staff to provide extra interventions and teaching support across school, using evidence based in school evaluations and from EEF.	3, 4, 5, 6, 8, 9
<i>Organisation and evaluation of targeted</i>	EEF: Individualised instruction; mastery learning; Metacognition and self-regulation; small group tuition;	3, 4, 5, 6, 8, 9

<i>interventions for specific groups</i> Speech and Language £7,000	oral language interventions (pre and post teaching)	
<i>CPD costs or Release Time cover</i> £3000	Staff are trained enabling high quality wave 1 teaching, EEF	5,6,8,9
<i>CPD- Team-teach training for new staff</i>	De-escalation techniques which allow children approaching crisis to remain in class and access education for longer	
<i>CPD- Autism Level 1 or 2 training for all staff</i>	Staff are trained enabling high quality wave 1 teaching, EEF	5,6
<i>Recruitment of volunteers- DBS costs approx. £200</i>	Additional support and reading time for pupils across school	3,4

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

Budgeted cost: £ 51,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Some teachers deliver 1:1 or small group interventions	EEF: Small group tuition; Reading comprehension strategies; Oral Language interventions; metacognition and self-regulation; 1-1 tutoring	8, 6, 9, 3
<i>Support staff deliver 1:1 and small group interventions</i>	EEF: Small group tuition; Reading comprehension strategies; Oral Language interventions; metacognition and self-regulation; 1-1 tutoring	8, 6, 9, 3
<i>Support staff improve learning for all in core curriculum lessons increasing the quality of support in lessons</i>	EEF: Mastery level learning, individual instruction. Performance management observations	8,3
<i>Support staff (HLTA) to deliver high quality speech & Language interventions</i>	EEF: Small group tuition; Oral Language interventions; 1-1 tutoring	8, 6, 9, 3

<i>including colourful semantics & Blank Levels</i>		
<i>Support staff (HLTA) to deliver drawing & talking therapy to support SEMH needs</i>	EEF: Small group tuition; Oral Language interventions; 1-1 tutoring	8, 6, 9, 3

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

Budgeted cost: £ 31,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All pupils receive wellbeing support through support staff in school (% of their time)</i> £10,000	Children cannot learn if they are not mentally in a place to learn	9, 8, 6, 3
<i>Access to curriculum, trips, resources, accessing clubs/competitions</i> £3280	All children should have equal opportunities	1, 7
<i>School provides support and is a point of contact for vulnerable families</i> £18,000	Families feel supported as school helps to facilitate/signpost agencies and put in supportive solutions	1, 2, 6, 7, 9

Total budgeted cost: £ 112,080

Please note support staff wages come to a greater total than those listed here, however without this funding redundancies would need to be made to cover the costs detailed above

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 2022 to 2023 academic year.

The pupil premium strategy for 2022-2023 enabled school to successfully support our pupils and their families through some exceptionally difficult times.

School delivered care packages, gifts, uniforms and other essentials to families in need.

As a result, attendance was improving for those families and families informed school that they felt well supported. Communication between families and school was good.

Internal data showed that in 2022-2023 classes made accelerated progress throughout the year with year 6 data being broadly in line or above national.

School used some premium money to support whole school training on Colourful Semantics and Autism Training to upskill staff in supporting pupils with various areas of need.

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
Provision Map	TES Provision Map
TTRS	Maths Circle Ltd
Phonics Play	Phonics Play Ltd
Twinkl Premium (inc Phonics scheme)	Twinkl
ESP online	Diocesan Training Package (£1,800)
White Rose Maths	
Get Set4 PE	
Classroom Secrets	
Hamilton Education	

Service pupil premium funding (optional)

School has 1 Service Child.