

Killigrew Primary and Nursery School Pupil Premium strategy statement 2023-2024

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 and how we intend to spend the funding this academic year. A review of the impact of our spending in 2022-2023 is included on a separate review document.

School overview

Detail	Data
School name	Killigrew Primary and Nursery School
Number of pupils in school	411
Number of pupil premium eligible pupils	36
Proportion (%) of pupil premium eligible pupils	8.7%
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Karen Morley
Governor / Trustee lead	Alison Game

Funding overview

*Taken from 2023-2024 allocations www.gov.uk

Detail	Amount (based on 33 pupils + additional funding for 2 pupils)
Pupil premium funding allocation this academic year	£54,530
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years	£632
Total budget for this academic year (excluding school-led tutoring)	£60,382

Part A: Pupil premium strategy plan

Statement of intent

We use pupil premium funding and recovery funding to improve the achievement of children from disadvantaged backgrounds and to close the gap between these children and their peers. Through evidence-based analysis of the different challenges that these children face, we allocate funding where it can have the most impact on their educational attainment and wellbeing. This document is part of a three-year plan to improve disadvantaged pupil outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils based on an audit of need document. These are in priority order.

Challenge number	Detail of challenge
1	Gaps in parenting skills
2	PP status coupled with additional needs
3	Disrupted education linked to attendance and school changes
4	Lack of cultural capital
5	Eligible pupils must make good or better progress in writing
6	Eligible pupils must make good progress in maths on exit from KS2

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 – how will we know it has been achieved?	Success criteria – what will we do?
<p><i>Challenge 1</i></p> <p><i>Eligible children will not be disadvantaged because of gaps in parenting skills including the following barriers:</i></p> <ul style="list-style-type: none"><i>• lack of behavioural boundaries at home.</i><i>• lack of educative conversation.</i><i>• parent (s) not acting as educators.</i><i>• parents not fostering learning behaviours.</i>	<ul style="list-style-type: none">○ Use the resources from the Senior Mental Health Lead (SMHL) hub to build supportive links with parents and/or carers.○ Use the theoretical resources from the NPQ in Leading Behaviour and Culture to ensure that our behaviour policy reflects best practice in promoting positive behaviour and enhanced self-regulation for vulnerable children.○ Use the Nurture Hub and the MHL teacher to help pupils communicate and self-regulate using emotional coaching strategies to manage more difficult emotions.○ Maximise positive teacher contact both in person and through Marvellous Me and Tapestry. Ensure that every parent has a termly consultation appointment.○ Reinforce Killigrew learning powers at school and at home through regular communication.○ Every disadvantaged child will read with an adult at least 3 times a week including a weekly library visit.

	<p>Books in the library will be regularly refreshed, current and engaging.</p> <ul style="list-style-type: none"> ○ Create a class book ‘wish list’ so there are multiple books for the children to borrow and read in class. ○ Use the EEF Reciprocal Reading Project to strengthen the importance of shared reading at home and at school. ○ Ensure that teachers share a class book daily and provide opportunities for quiet reading and conversation in class. During this quiet reading, ensure that vulnerable pupils read to the teacher. ○ Communicate with parents and carers to ensure they understand the importance of pupils reading at home. Provide books for the pupils to take home and keep if needed. ○ Support children to read for pleasure through helping them complete reading journals and choosing books for them to read. ○ Provide curriculum workshops and recorded materials to support learning at home. Personally invite parents to whole school events and workshops. ○ Provide younger children with a reading buddy from upper key stage 2.
<p><u>Challenge 2</u> <i>The progress outcomes of children with PP status coupled with additional need will be at least in line with their peers, particularly pupils with EAL and SEND.</i></p>	<ul style="list-style-type: none"> ○ Track the children’s progress at least termly using books to measure progress. Promptly identify pupils who are not making progress and seek support from the SENCO and other external sources. ○ Ensure pupils are promptly supported through a detailed pupil profile document. ○ Conduct half-termly progress discussion with teachers to assess progress outcomes and challenge slower progress. ○ Provide rapid intervention to support pupils to catch up quickly. ○ Continuously evaluate the impact of interventions. ○ Create individual case studies for pupils who are falling behind across all core subjects and work with school staff to ensure that the pupils catch up quickly and keep up. ○ Regularly refresh the training provided for teaching assistants, so that all interventions have a strong positive impact on pupil progress and attainment. ○ Facilitate extra teaching resource in classes where there is a higher % of eligible pupils with additional need linked to SEND, particularly when their behaviour is more challenging. ○ Differentiate pupil work for pupils to enable maximum progress. Teach the same learning objective but with appropriate scaffolds. ○ Allocate additional leadership time (one day weekly) to focus on SEN progress and attainment (when coupled with PP status).

	<ul style="list-style-type: none"> ○ Enhance teaching and learning through high quality professional development. ○ Utilise resources from The Bell Foundation to support children with EAL. Provide release time for teachers to explore these resources.
<p><u>Challenge 3</u></p> <p><i>The attendance of disadvantaged pupils will be at least in line with their peers.</i></p> <p><i>Children joining the school will catch up and keep up quickly.</i></p>	<ul style="list-style-type: none"> ○ Conduct pupil and parent induction meetings to identify any barriers to education and support transition. ○ Assess pupils promptly as they join the school and communicate the assessment information to parents. ○ Facilitate prompt intervention as needed. ○ Promptly access previous school records to identify information about previous learning. ○ Use trauma informed research to settle children quickly into school and support their emotional wellbeing. ○ Monitor the attendance of eligible pupils at least half-termly, communicating promptly with parents. ○ Improve the attendance and punctuality of eligible pupils, particularly those who are also on the SEN register, through HCC attendance Officer meetings, pupil profile meetings and meetings with the headteacher. ○ Ensure that all staff are talking to parents and pupils about the importance of school attendance.
<p><u>Challenge 4</u></p> <p><i>Through an engaging curriculum and planned enrichment activities, eligible pupils will succeed academically, and they will know how to access and make the most of opportunities for their future.</i></p>	<ul style="list-style-type: none"> ○ Proactively improve eligible pupils’ participation in before & after school learning opportunities and clubs. ○ Plan an engaging programme of enrichment across the year (trips, visitors and experiences). Evaluate these experiences through the lens of a disadvantaged child using pupil voice. ○ Plan ‘experience days’ to build a rich context for writing. ○ Support pupils to learn about different people’s faiths, feelings, and values through visiting religious settings and learning from visitors. ○ Check that the curriculum enrichment has helped pupils to hold onto their learning over time. ○ Plan assemblies which explore global goals and legal boundaries. ○ Prompt and support vulnerable pupils to apply for positions of responsibility like Travel Ambassadors, Eco Council members, House Captains and School Council. ○ Facilitate sixth form tutors and teachers from secondary schools to work with pupils to provide inspiration and aspiration for the future. ○ Provide career focussed talks and assemblies. ○ Prioritise eligible pupils for places in school clubs, art, PE, and musical opportunities. ○ Provide funding for board and lodgings for school journey.

	<ul style="list-style-type: none"> ○ Continuously evaluate the curriculum for all subjects to maximise the opportunity to build cultural capital and knowledge. ○ Use pupil voice to interrogate our curriculum offer and ascertain how vulnerable pupils experience our curriculum. Implement actions promptly. ○ Ensure that our whole curriculum offer identifies specific assessment points (linked to our key curriculum drivers) so that teachers can identify when pupils are starting to fall behind and react quickly.
<p><u>Challenge 5</u> All pupils will make good or better progress in writing every year and over time. Their progress will be at least in line with their peers.</p>	<ul style="list-style-type: none"> ○ The English team will monitor the progress of eligible pupils at least termly using focussed book scrutiny and lesson observations. ○ Discuss eligible pupils' progress with the class teacher, offering strategies to support teaching including team teaching. ○ Continue to develop curriculum provision to prioritise the overt teaching of vocabulary and the modelling of its use, in all subjects. ○ Ensure classroom displays are language rich and regularly refreshed. ○ Spend longer teaching the context for writing, providing visual and real-life examples to support understanding. ○ Provide additional opportunities for the pre-teaching and overlearning of key words in a smaller group. ○ Explicitly plan the rehearsal of talk for writing throughout all stages of the writing sequence. ○ Use Google Classroom as a means of supporting children and parents with additional resources where needed. ○ Use The Write Stuff scheme to prioritise the building of contextually appropriate language and an understanding of authorial intent. ○ Use the Nuffield Early Language Intervention in the first half term of Reception to promptly assesses and identify gaps in children's language and understanding. Plan to close these gaps swiftly through targeted intervention. ○ Ensure that teacher planning in all subjects maximises the breadth (vocabulary amount) and depth (understanding and use) of language development.
<p><u>Challenge 6</u> On exit from KS2, disadvantaged pupils will make good or better progress that is at least in line with their peers.</p>	<ul style="list-style-type: none"> ○ The maths team will monitor the progress of eligible pupils at least termly using focussed book scrutiny and lesson observations. ○ They will assess pupils' fluency and understanding of times tables within this progress review. ○ The maths team will discuss eligible pupils' progress with the class teacher, offering strategies to support teaching including team teaching. ○ Ensure classroom displays are maths rich and regularly refreshed.

	<ul style="list-style-type: none"> ○ Spend longer teaching maths fluency, including additional opportunities for the pre-teaching and overlearning of key concepts in a smaller group. ○ Through adopting a ‘no hands up’ classroom, promote high quality partner talk and responses from all pupils. ○ Use Google Classroom as a means of supporting children and parents with additional resources where needed. ○ Ensure that all eligible pupils are accessing and using Times Tables Rock Stars at least four times a week. ○ Use learning from the HFL Matrix Maths Hub to develop the conditions to support mastery approaches to mathematics teaching and learning, with a particular focus on vulnerable children. ○ Ensure that any adaptations to the Maths Essentials planning maximises breadth and depth of mathematical understanding.
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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 (CPD, recruitment and retention)

Budgeted cost: £ 30,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching capacity in LKS2 and UKS2.</i>	Historically, our exit data shows that additional teaching capacity promotes accelerated progress in all core subjects, particularly for disadvantaged children and particularly in writing.	2,5,6
<i>Lead Practitioner work to improve teaching.</i>	A skilled practitioner can support early career teachers as well as the wider development of all colleagues across the school. This development will enhance and improve teaching and learning over a sustained period.	2,5,6
<i>Subject leaders to track pupils’ progress at least termly (planned, regular release time).</i>	From our self-evaluation process, we know that precisely tracking vulnerable pupils progress in books and during lesson observations supports effective early intervention. When subject leaders take responsibility for this, they can review their subject through the lens of a disadvantaged child and make timely adjustments to curriculum implementation.	2
<i>Additional leadership time to focus on eligible children with multiple vulnerabilities</i>	Ofsted guidance tells us that it is critically important that children learn to read fluently as quickly as possible as fluent readers will	2

<i>(phase leader weekly release time).</i>	learn more, because they can read and gain knowledge for themselves. We have therefore prioritised our lowest 20% of readers, with multiple vulnerabilities, as a focus for all school leaders and their monitoring.	
<i>Lead Practitioner work to enhance best practice around child development, particularly focused on children with additional and specialist educational needs.</i>	The Best Practice Network's NPQEYL in partnership with Teach First, supports a leader to sustain the school's strategic direction and align staff in our school's mission. In this case, this will be to close any gaps between eligible and non-eligible children's attainment; their social and emotional wellbeing; and their communication & language skills from the moment they enter our Early Years setting.	1, 2
<i>Professional development – The Write Stuff – staff meeting moderation and evaluation.</i>	The Write Stuff is a writing scheme created by Jane Considine that will sharpen the teaching of writing. It is research informed and practically applies evidence into improving writing outcomes. Its focus on language building makes it particularly useful for closing this gap. We will continue to evaluate its effectiveness this academic year and tailor provision to support the needs of vulnerable children.	5
<i>Professional development Embedding Formative Assessment – lesson observation release time.</i>	From the 'What Works for Children's Social Care' document, evidence suggests that learners in the lowest third for prior attainment made more progress than their peers in the top third in this intervention. Teachers felt the Teacher Learning Communities (TLCs) improved their teaching practice by allowing valuable dialogue between teachers. We will focus this year on evaluating the strategies we are using, and ensuring they are used across all subjects and by all staff.	1,2,5,6
<i>HFL mastery readiness in conjunction with the Matrix Maths Hub – programme support.</i>	In strategic partnership with Matrix Maths Hub, the HFL Education maths team lead the Mastery Readiness stage of the National Centre for Excellence in the Teaching of Mathematics (NCETM) Teaching for Mastery Programme. Aimed at developing a culture of high aspirations where the achievement of disadvantaged pupils is promoted, and staff establish a set of positive norms in the mathematics classroom where they believe that all pupils can and will achieve in mathematics.	6 6
<i>Planning, teaching, and evaluating a broad and balanced curriculum aimed at building cultural capital</i>	The literature from the British Educational Research Association references four overarching themes linked to ensuring that the curriculum builds cultural capital: 1. Relearn the deeper language of curriculum through evaluating how our (vulnerable) pupils experience the curriculum.	4

	<p>2. Ensure that the curriculum is coherent and well-sequenced and knowledge rich.</p> <p>3. Ensure that pupils can remember and internalise prior learning.</p> <p>4. Promote a varied curriculum with many opportunities for enrichment.</p> <p>Record materials for parents and pupils to access to support home learning.</p>	1
<i>HFL conference: Better Serving Underserved Learners</i>	An evidence-based conference aimed at sharing practical strategies for leaders and classroom practitioners to better serve underserved learners and to support schools, settings and trusts to close the disadvantage gap.	1,2,4

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

Budgeted cost: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tutoring/ mentoring and reading programme</i>	In the last three academic years, the small group tutoring programme was particularly successful for disadvantaged children when the same tutor saw the children regularly and supported their academic and emotional development.	2,3,4,5
<i>Early intervention within a programme of personalised support including 1-1 phonics support</i>	The EEF report on the most effective use of teaching assistants notes that the effect of TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months progress (effect size 0.2–0.3).	2,3,4
<i>A programme of TA training lead by subject leaders</i>	The EEF report on the most effective use of teaching assistants notes that high quality support and training is crucial for success as the focus should be on retaining access to high-quality teaching. Thus, TAs are included in staff training for whole school initiatives and receive training sessions frequently throughout the year.	3
<i>Reciprocal Reading Project – attendance at training, additional hours for implementation.</i>	The independent evaluation of Reciprocal Reading found that children in the targeted intervention made an average of 2 + months more progress in terms of reading comprehension and overall reading. Our place in the 2023 trial will enable us to access training and resources to maximise progress for vulnerable children and promote shared	1

	book reading as a central component of a parental engagement approach.	
<i>Assessment of barriers to learning and directed support work via an early pupil profile.</i>	Involving parents early by talking to them about what would help them, and us, support their child's learning enables resources to be used effectively and avoids widening gaps. A holistic approach to creating a detailed pupil profile supports successful intervention. (EEF 2023 'Proactive Parental Engagement')	2
<i>Resources and training from The Bell Foundation to enhance the teaching of children with EAL.</i>	Research indicates that early career teachers feel least prepared to teach in multilingual classrooms compared to all other training areas. As our cohort is changing more recently, more experienced teachers may also lack confidence. The Bell Foundation offers resources and assessment materials to support teachers, some of which are free and some of which are costed.	2,5,6
<i>Focused induction for new pupils and parents.</i>	The 2023 EEF report on 'Proactive Parental Engagement' notes that at times of transition, parental engagement can be particularly helpful in making sure children settle into the new school year. It can also help to boost academic progress.	3
<i>Nuffield Early Language Intervention</i>	Oral Language Interventions (EEF) have an average impact of +5 months progress with an extensive evidence base.	1, 5
<i>Continued focus on staff development linked to teaching and moderating writing.</i>	Published findings from the third year of a NFER unique longitudinal study (2023) following the youngest school-aged children since the Covid-19 pandemic shows that children are still finding it harder to catch up to pre-pandemic levels in writing. Research continues to highlight the importance of focusing catch-up support pupils from disadvantaged backgrounds.	

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

Budgeted cost: £12,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring and administration</i>	The Education Endowment Foundation's (2022) paper on <i>Attendance Interventions, Rapid Evidence Assessment</i> suggests that positive impacts were found for both parental communication approaches and targeted parental engagement interventions. Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school. Through our parent liaison staff member we will increase awareness of the consequences of absenteeism, have discussions with parents to	2

	gain information about the reasons for low attendance and collaboratively plan to support pupils and their families to overcome attendance barriers.	
<i>Wellbeing Quality Mark</i>	The HfL Wellbeing Quality Mark is a rigorous and successful school improvement programme. This award framework is maintained in line with Ofsted expectations, curriculum requirements, DFE guidance and best practice. Within this quality mark, there is a focus on pupil and staff wellbeing linked to emotional and mental health.	5
<i>Lead Practitioner work to enhance the behaviour and the culture in school.</i>	The Best Practice Network's NPQLBC is focused on ensuring that a skilled practitioner can support pupils to thrive and progress in a positive and encouraging school environment driven by model behaviour and a consistent approach to rules and rewards.	1
<i>Nurture Hub and Mental Health Lead Teacher</i>	Published findings from the third year of a NFER unique longitudinal study (2023) following the youngest school-aged children since the Covid-19 pandemic shows that education professionals are still concerned about pupils' wellbeing, with small group sessions and extra PSHE being top support strategies.	1
<i>Senior Mental Health Lead (SMHL) Resources and Action Planning</i>	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning (SEL) can lead to learning gains of +4 months over the course of a year. Guidance in this document recommends six practical recommendations to support good SEL and the SMHL resources link explicitly to these recommendations.	1
<i>Marvellous Me subscription</i>	Through pupil voice, we know that directly contacting parents via the Marvellous Me app supports educational conversations and prompts positive praise.	1
<i>Additional adult to support emotional regulation</i>	We know that when we have an additional adult who can reference SEL strategies explicitly and in the moment, it can expand children's emotional vocabulary and support them to express emotions. It can teach children to use self-calming strategies and positive self-talk to help deal with intense emotions (EEF T&L toolkit SEL 2023)	2
<i>Trauma informed behaviour management training.</i>	The International Rescue Committee's Healing Classrooms Training provides school staff with the key skills and knowledge needed to support refugee and asylum-seeking students. It explores how to provide safe and supportive learning environments for refugee students in schools alongside practical advice and resources on how to incorporate social-	3

	emotional learning and trauma-informed pedagogy into the curriculum.	
<i>Additional funding for school trips and residential.</i>	The information on 'Poverty Proofing the School Day' from Children North East notes that 'No activity or planned activity in schools should identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.' Through providing funding for all school trips, we will ensure that all children have equal opportunity to learn through curriculum enrichment.	4

Total budgeted cost: £ 60,380

The 2022-2023 pupil premium review is published as a separate document and is available on our school website.