

Killigrew Primary and Nursery School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment and emotional wellbeing of our eligible 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 2023-2024 is detailed on a separate review document.

School overview

Detail	Data
School name	Killigrew Primary and Nursery School
Number of pupils in school	409
Number of pupil premium eligible pupils	32
Proportion (%) of pupil premium eligible pupils	7.8%
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tracy Mylotte
Pupil premium lead	Karen Morley
Governor lead	Courtney Johnson

Funding overview

*Taken from 2024-2025 allocations www.gov.uk

Detail	Amount (based on 32 pupils + additional funding for 2 pupils)
Pupil premium funding allocation this academic year	£32,360
Pupil premium funding carried forward from previous years	£2,171
Total budget for this academic year (excluding school-led tutoring)	£34,531

Part A: Pupil premium strategy plan

Statement of intent

We use pupil premium 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.

Challenges

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

Challenge number	Detail of challenge
1	Establishing and maintaining a positive and resilient attitude to education
2	PP status coupled with additional special educational needs
3	Disrupted education linked to attendance
4	Eligible pupils must make good or better progress in writing
5	Enriching the learning experiences of eligible pupils

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 We will...
<p><u>Challenge 1</u></p> <p><i>Eligible children will not be disadvantaged by their attitude to learning and their behaviour. We know that attitudes to learning and the ability to sustain positive behaviour may be influenced by the following factors:</i></p> <ul style="list-style-type: none"> • <i>lack of educative conversation and support at home with parent (s) not acting as educators.</i> • <i>parents not fostering positive learning behaviours because of inconsistent behaviour boundaries.</i> • <i>Pupil's lack of self-esteem, self-belief and aspiration for the future.</i> • <i>Trauma informed behaviour patterns.</i> • <i>Volatile relationships and behaviour.</i> 	<ul style="list-style-type: none"> ○ Support pupils to communicate and self-regulate through the Nurture Hub. Sessions will be informed by current best practice and evaluated termly. ○ Focus on supporting the transition out of the Nurture Hub back into class, enabling pupils to use learned strategies. ○ Enhance our practice linked to mental health support through achieving the Mental Health Schools Mark. ○ Release the Behaviour Leader teacher to work with pupils weekly using emotional coaching strategies to support them in managing more difficult emotions. ○ Monitor patterns of behaviour termly and offer targeted support. ○ Maximise positive teacher contact both in person and through Marvellous Me and Tapestry ensuring that every parent has a termly consultation appointment. ○ Communicate with parents and carers to ensure they understand the importance of pupils reading at home and provide books for the pupils to take home and keep if needed.

	<ul style="list-style-type: none"> ○ Provide any eligible pupils who are working below age related expectations in reading with a one-to-one adult reader. ○ Support children to read for pleasure through helping them complete reading journals and choosing books for them to read from an interesting and diverse class library. ○ Provide younger children with a reading buddy from upper key stage 2. ○ Screen all eligible children who are not working at age related expectations in reading and provide catch-up intervention. ○ Monitor the presentation and effort of eligible children in all subjects, offering appropriate support and challenge. ○ Introduce a home/school agreement detailing how to demonstrate appropriate behaviour and conduct when in school (for adults). Ensure that the families of 'new joiners' read and understand our vision and values. ○ Continue to implement our trauma-informed positive behaviour policy, accessing current content from the Virtual School platform. ○ Particularly focus on eligible children during PSHE lessons linked to aspiration, resilience, and self-esteem. Offer small group and whole class intervention as needed.
<p><i>Challenge 2</i> <i>The progress outcomes of children with PP status coupled with additional need, particularly those with an SEN, will be at least in line with their peers.</i></p>	<ul style="list-style-type: none"> ○ Track the children's progress at least termly using books to measure progress. ○ Conduct half-termly progress discussion with teachers to assess progress outcomes and challenge slower progress. ○ Promptly seek support from the SENCO and other external sources to improve pupils' progress and wellbeing. ○ Provide rapid intervention to support pupils to catch up quickly, continuously evaluating 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. ○ Differentiate pupil work for pupils to enable all children to feel successful. Teach the same learning objective but with appropriate scaffolds. ○ Allocate additional leadership time 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. ○ Ensure that pupil profile forms precisely track the APDR cycle, utilising specialist SENCO support to enhance provision and involving parents in the APDR process.
<p><u>Challenge 3</u> <i>The attendance of disadvantaged pupils will be at least in line with their peers.</i></p>	<ul style="list-style-type: none"> ○ Monitor the attendance of eligible pupils on a weekly basis, spotting patterns and 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. ○ Provide additional pupil focused incentives for 100% attendance.
<p><u>Challenge 4</u> <i>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.</i></p>	<ul style="list-style-type: none"> ○ Monitor the progress of eligible pupils at least termly using focused book scrutiny and lesson observations. ○ Discuss eligible pupils progress with the class teacher, offering strategies to support teaching including modelled lessons and team teaching. ○ Create an action plan to support rapid progress in writing over a half-term. ○ Prioritise the overt teaching of vocabulary and the modelling of its use, in all subjects. ○ Provide additional opportunities for the pre-teaching and overlearning of key words in a smaller group. ○ 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. ○ Explicitly plan the rehearsal of talk for writing throughout all stages of the writing sequence. ○ Teach an additional weekly English lesson with a specific grammar focus. ○ Review the assessment frameworks for writing to write a series of grammar lessons for each year group. ○ Relaunch the Grammar Gremlins resource to support staff development. ○ Adapt spelling planning to support additional challenge and support using strategies from the SOS spelling programme. ○ Use the Nuffield Early Language Intervention in the first half term of Reception to promptly assess and identify gaps in children’s language and understanding. Plan to close these gaps swiftly through targeted intervention. ○ Provide teacher-led small group support for pupils who have fallen behind.

	<ul style="list-style-type: none"> ○ Use an online dyslexia friendly spelling programme to offer small group support three times a week.
<p>Challenge 5</p> <p><i>Curriculum enrichment will ensure that eligible pupils can access the curriculum at the same starting point as other pupils.</i></p> <p><i>Pupil leadership opportunities will be maximised for eligible children.</i></p> <p><i>Pupils will know how to access and make the most of opportunities that will support future success.</i></p>	<ul style="list-style-type: none"> ○ Proactively improve eligible pupils’ participation in within school clubs and before & after school learning opportunities. ○ Plan and track an engaging programme of enrichment across the year (trips, visitors and experiences). ○ Plan ‘experience days’ to build a rich context for writing. ○ Plan assemblies which explore global goals, the role of influential figures in society and legal boundaries. ○ Prompt and support vulnerable pupils to apply for positions of pupil leadership. Maximise opportunities to learn skills that will be useful for a career in the future. ○ Invite sixth form tutors and teachers from secondary schools to work with pupils to provide inspiration and aspiration for the future. ○ Prioritise eligible pupils for places in enrichment opportunities outside school linked to art, PE and music. ○ Provide funding for board and lodgings for school journey. ○ Invite inspirational speakers into school to talk about their career and experiences. ○ Use pupil voice to interrogate our curriculum offer and ascertain how vulnerable pupils experience our curriculum. Implement actions promptly.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £ 18,571

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 carefully placed additional teaching capacity promotes accelerated progress in all core subjects, particularly for disadvantaged children.	4
<i>Senior Leadership work to support teaching and learning, particularly linked to the teaching of writing.</i>	NFER guidance (2015) identifies the importance of high-quality teaching for all. A skilled practitioner can model best practice to support early career teachers as well as the wider development of all colleagues across the school. This development will enhance	4,5

	and improve teaching and learning over a sustained period.	
<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 supports effective early intervention. NFER references the importance of ‘ <i>using data to identify pupils learning needs... to address underperformance quickly.</i> ’ Particularly when subject leaders take responsibility for reviewing pupil progress, they can review their subject through the lens of a disadvantaged child and make timely adjustments to curriculum implementation.	4,5
<i>Additional leadership capacity to support teachers to improve the progress and attainment of eligible children with a special educational need (SEN).</i>	Providing additional support to teachers to help them utilise different strategies to remove barriers to learning means that eligible pupils with a SEN are supported to make good progress.	2
<i>Subject resource development</i>	Our formative and summative data tells us that our eligible pupils, particularly boys, require more focused support linked to grammar and spelling. Resources will be developed and shared with teachers to enhance their subject knowledge.	4
<i>Using a trauma informed approach to supporting positive behaviour</i>	Using training from the Virtual School and referencing The Attachment, Regulation and Competency (ARC) Framework helps all school staff reflect upon how some children’s behaviour may have been negatively affected by traumatic stress and by attachment disruptions. Addressing negative behaviour in a different way promotes a more positive outcome and pupil resilience.	1
<i>Planning, teaching and evaluating a broad and balanced curriculum aimed at building cultural capital and subject specific vocabulary</i>	<p>The literature from the British Educational Research Association references four overarching themes linked to ensuring that the curriculum builds cultural capital:</p> <ol style="list-style-type: none"> 1. Relearn the deeper language of curriculum through evaluating how our (vulnerable) pupils experience the curriculum. 2. Ensure that the curriculum is coherent and well-sequenced and knowledge rich. 3. Ensure that pupils can remember and internalise prior learning. 4. Promote a varied curriculum with many opportunities for enrichment. <p>Senior leaders will lead subject leaders to evaluate the enrichment opportunities on offer and ensure that assessment for learning opportunities are maximised in the classroom.</p>	5

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

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one mentoring programme</i>	Deploying staff effectively to support early reading and promote talk about language has been effective in improving outcomes for eligible children. Using this time to build a relationship with a pupil, links to the Virtual School’s Kindness by Design principles ‘connection before correction’ where pupils have a trusted adult within the school, and this supports a resilient and positive attitude towards learning.	1
<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). One to one support is particularly important for our pupils with a SEN.	2
<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. This year, these sessions will be focused around supporting pupils with a SEN.	2
<i>Reciprocal Reading Project – 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. We know that when a child reads to learn language this is reflected in their writing and the vocabulary they use. Utilising resources and learning from the pilot programme will allow us to maximise the progress that eligible children make and promote shared book reading as a central component of a parental engagement approach.	1,4
<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.	1

<i>Nuffield Early Language Intervention (NELI)</i>	Oral Language Interventions (EEF) have an average impact of +4 months progress with an extensive evidence base. Research shared by the Research Schools Network indicates that ‘vocabulary at age five is a very strong predictor of the qualifications achieved at school leaving age and beyond.’ Thus, closing the gap between eligible pupils and non-eligible pupils early is imperative.	1, 4
<i>Focused CPD linked to supporting pupils with a special educational need.</i>	Providing class-based staff with high quality training linked to eligible pupils’ specific needs will ensure that pupils are supported to make good progress within a tailored curriculum.	2
	Involving parents in the assess, plan, do and review process by talking to them about what would help them, and us, support their child’s learning enables us to tailor our pupil profile to meet the needs of a child at home and at school (EEF 2023 ‘Proactive Parental Engagement’). Ensuring that our SENCO team have capacity to support this process, particularly for Early Career teachers means that the profile documents can be used for early identification of any additional need.	2

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

Budgeted cost: £7760

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 targeted parental engagement interventions result in positive change. Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school through increasing awareness of the consequences of absenteeism. Teachers are supported to have discussions with parents to gain information about the reasons for low attendance and collaboratively plan to support pupils and their families to overcome attendance barriers.	3
<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.	1

<p><i>Nurture Hub and Mental Health Lead Teacher</i></p>	<p>The Department for Education (October 2023) notes the importance of ‘pupils (being) taught how to recognise the early signs of mental well-being concerns (and being) taught where and how to seek support... if they are worried about their own or someone else’s mental well-being or ability to control their emotions.’</p> <p>Our afternoon Nurture Hub supports pupils from Reception to Year 6. Continuous evaluation means that sessions are targeted to the needs of each group with the end goal focused on coaching, mentoring and empowering pupils to be emotionally resilient and positive about their learning.</p> <p>Our Mental Health Lead teacher oversees our approach to positive mental health and wellbeing and liaises with specialist services to access timely support.</p>	<p>1</p>
<p><i>Marvellous Me subscription</i></p>	<p>Through pupil voice, we know that directly contacting parents via the Marvellous Me app supports educational conversations and prompts positive praise. Tying attendance monitoring into our positive reward system means that pupils and parents are invested in maximising school attendance.</p>	<p>1</p>
<p><i>Behaviour Lead Teacher to support emotional regulation</i></p>	<p>We know that referencing social and emotional learning (SEL) strategies and supporting children to name and express emotions can teach children to use self-calming strategies and positive self-talk to help deal with intense emotions (EEF T&L toolkit SEL 2023)</p>	<p>1,2</p>
<p><i>Additional funding for school trips and residential.</i></p>	<p>The information on ‘Poverty Proofing the School Day’ from Children Northeast 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.</p>	<p>4</p>

Total budgeted cost: £32,360

The 2023-2024 pupil premium review is published as a separate document and is available on our school website.