

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	Kirtlington CE primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joy Baker Head Teacher
Pupil premium lead	Joy Baker Head Teacher
Governor / Trustee lead	Sara Carey Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,760
Recovery premium funding allocation this academic year	£ 1,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,690
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	£17,665



Statement of intent

At Kirtlington School we believe that the highest possible standards can be achieved by having the highest expectations of our learners.

The focus of our pupil premium strategy is to support disadvantaged children to achieve their goals and close gaps in learning, including those children who are already high attainers. Our intention is to ensure that all children, irrespective of their backgrounds, achieve their full potential using the pupil premium grant (PPG)

Our Objectives:

- To provide additional educational support to raise the achievement of pupils in receipt of PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that PPG reaches those who need it most.
- To make significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success
- Our long-term strategy for success includes adopting a strategic plan, aligned to the wider school improvement strategy, which contains the following considerations:
 - Expenditure – Evidence -based summaries of PPG use such as the Education Endowment Foundation Tool Kit
 - Recruitment
 - Teaching practice – Focusing on approaches that are individually tailored to the strengths and needs of each pupil.
 - Staff development

Each child has a pupil premium report written by the class teacher which involves:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

We choose approaches that emphasise:

- Relationship- building, both with appropriate adults and their peers
- An Emotionally Intelligent approach to the setting of clear behaviour boundaries and the use of Restorative practice.
- Positive reinforcement
- Building Self-esteem
- Relevance to the learner
- A joined-up approach involving other relevant professionals
- A child-centred approach to assessment for learning.

Challenges



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

Challenge number	Detail of challenge
1	Children's phonics, reading, writing and maths
2	Ability to access wider range of school activities
3	Emotional well-being affecting confidence in learning
4	Attendance for disadvantaged children is lower than for non-disadvantaged children
5	Assessment indicates a gap between disadvantaged and non-disadvantaged children

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 phonics outcomes for KS1 disadvantaged pupils	Assessment phonic score information indicates disadvantaged attainment is in line or better than their peers.
Improve reading attainment for disadvantaged pupils.	Reading outcomes show more than 60% of disadvantaged pupils meet the expected standard.
Improve maths attainment for disadvantaged pupils.	Maths outcomes show more than 60% of disadvantaged pupils meet the expected standard.
Improve Writing attainment for disadvantaged pupils.	Writing outcomes show more than 60% of disadvantaged pupils meet the expected standard.
Improve well-being for all pupils and particularly our disadvantaged pupils.	Increase in participation of enrichment activities. Pupil voice, parent surveys, pupil surveys, teach observations.
Improve attendance for all and particularly for our disadvantaged pupils.	Sustained improved attendance demonstrated by: The overall rate of absence being no more than 8%. Reduce the attendance gap between disadvantaged and non-disadvantaged pupils.



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: £4017.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DFE validated Systematic Synthetic Phonics Programme and associated reading books to secure stronger phonics teaching for all pupils £2120	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Reading ARCh reading tuition one to one support with two trained support workers £900	https://archoxfordshire.org.uk/schools/ ARCh – a bespoke assisted reading and mentoring service for primary school children unique in Oxfordshire.	1,5
SATs Companion Subscription £997.20	Supports DFE small group interventions with upper Key Stage 2 pupils in Years 5 & 6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5

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

Budgeted cost: £ 1215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention with TA (extra supported time)	Early morning (before school) maths tuition to close gaps for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 4, 5

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



Budgeted cost: £ 12,432.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist for social and emotional behaviour £4000	https://www.lanterntherapy.com/services#child Therapy with youth is directed at teaching life skills with effective problem-solving. Children and adolescents will be learning appropriate communication skills to get their needs met. They are also taught how to align their thoughts, feelings, and behaviour to be able to effectively manage social, familial, and educational settings. Play therapy to also help with educational struggles, relational aggression, trauma, family relationships, mental health struggles, legal involvement, social skills and transitional skills.	3,4
Improving school attendance – embedding principles of good practice set out in DfE’s improving school attendance advice. Training and release time for staff. £18 x 2chn x 3 sessions per week £108 £4104 (38 wks)	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE has been informed of significantly reduced levels of absence and persistent absence. Attendance at breakfast club for 4 pp children. http://highflyers.org.uk/bookings.html	2
Music for Well-being £520 (2 grps for 6 wks)	A proven powerful tool for supporting individuals and re-building strong school communities. Developing self-esteem and improving peer-to-peer communication and social skills. Music.service@oxfordshire.gov.uk	2, 3
Access to wider range of school activities such as Science and Art clubs. £1500	Engagement, enrichment, and attendance has been positive when children are enjoying a varied activities outside of school hours.	2, 3, 4
Contingency fund for acute issues. £2308.80	Small amount of funding set aside to respond quickly to needs that have not yet been identified	

Total budgeted cost: £ 17,665

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments during the summer of 2021 show that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils. In writing all disadvantaged pupils (100%) did not reach age-related expectations. 3 pupils (50%) did not reach ARE in reading and 5 pupils (83%) did not reach ARE in maths.

Writing was particularly low in performance due to the Covid-19 impact. Writing was difficult to scaffold, model and teach through virtual provision. Some disadvantaged children attended school during the lockdown periods, but this was sporadic at times.

Observations have indicated that pupil behaviour, well-being and mental health were significantly impacted, more so for disadvantaged pupils. Children received individualised ELSA sessions to support emotional well-being and resilience.

High quality IT provision was put in place for disadvantaged learning to support them with their home learning.

Externally provided programmes

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?	
What was the impact of that spending on service pupil premium eligible pupils?	