

# Pupil premium strategy statement – King’s Cliffe Endowed Primary School



Our curriculum builds on the strong roots of our values to take the children on a journey of knowledge to **‘grow a love for learning’** and develop skills for life.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lynda Bowyer, Head Teacher
Pupil premium lead	Barbara Yeo, Deputy Head Teacher
Governor / Trustee lead	Chris Rackham, PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39040
Recovery premium funding allocation this academic year	No longer applicable
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£2003.38
<b>Total budget for this academic year</b>	<b>£41043.38</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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, including those who have a social worker and young carers. 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 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

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Pre-School through to KS2 and are generally more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. These findings are supported by national studies.
4	<p>Our wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for an increasing number of pupils, notable due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.</p> <p>Teacher referrals to our Learning Mentor and Emotional Literacy Support Assistant (ELSA) have increased for social and emotional needs, along with group interventions. On average, 10 children at any one time are supported by our ELSAs, along with children being supported at lunchtimes. Referrals to CHAT counselling, CaMHS and Kidsaid have become more regular.</p>
5	Attendance of some disadvantaged pupils is lower than their peers.

## 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. This is evident when triangulated with engagement in lessons, book scrutiny and ongoing formative assessment.
To sustain the reading attainment among disadvantaged pupils so that they are equal to or higher than their peers.	KS2 reading outcomes 2024/25 - 2026/27 and 2025/26 show that disadvantaged pupils met the expected standard.
To achieve and sustain high levels of strong mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
To ensure disadvantaged attendance is at least in line with whole school attendance.	Sustained high attendance from 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	Upskill teachers and support staff with strategies to help disadvantaged pupils with their academic progress in all subjects. Continue training for staff in social and emotional strategies to give children the opportunity to continue to be able to talk about issues and think about positive ways in which to deal with them.	1, 2, 3, 4
Teaching Staff – Assessment and Curriculum	Teachers responsible for Curriculum and Assessment working with children identified as benefitting from small group intervention work and providing them with individual learning programmes for Teaching Assistants to deliver high quality teaching support.	1, 2, 3, 4
To ensure that pupil attainment and progress is at least in line with whole school outcomes.	Tracking attainment and progress to ensure all pupils make at least expected progress with some making accelerated progress.	1, 2, 3, 4

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

Budgeted cost: £23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants: 1:1; Group	Children identified as benefitting from small group intervention work have been withdrawn and had individual learning programmes developed by experienced	1,2

<p>support and Interventions</p> <p>Third Space Learning</p> <p>1to1 Targeted Maths Tuition</p> <p>Lexia Literacy Learning</p>	<p>staff from within school, or have been allocated time for adult support within the classroom, so that the quality first teaching they experience from the class teacher can be built upon by the support assistant to ensure their individual needs are met and they achieve significant progress.</p>	
<p>ELSAs</p>	<p>Our ELSAs support children with their mental fitness, wellbeing, social and emotional problems, family bereavement, illness, trauma or attachment issues. The pupils' wellbeing survey found <i>'99% feel safe in school, 99% would recommend the school to other children, 99% believe pupils try hard at school and 99% have persevered with something that was challenging.'</i> The ELSAs support children in achieving a healthy mind-set and therefore assisting all children to strengthen their self-worth and help them to recognise their successes.</p>	<p>3,4</p>
<p>School Activity Days:</p> <p>Anti-bullying Workshops</p> <p>Well-being days e.g. Hello Yellow</p>	<p>School Activity days are planned across the year to help promote and build self-confidence, independence skills and problem-solving opportunities. The Anti-bullying workshops help children develop strategies to deal with difficult situations and to resolve them.</p>	<p>3,4</p>
<p>School Resources</p>	<p>Playground resourced to promote positive play and support the children in leading play at break and lunchtimes. Resources purchased specifically for children who need to develop their social/emotional and communication skills. Books purchased to share with children with attachment, emotional and social issues to help them understand everyday situations better.</p>	<p>3,4</p>
<p>Lunchtime Support Staff: 1:1 support, Nurture Area &amp; Positive Play.</p>	<p>Children identified as benefitting from lunchtime support to help them cope with unstructured times improves their playtime experiences.</p>	<p>3,4</p>

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

Budgeted cost: £12043.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Worker meetings with families at school and home	Early intervention work with families has had a positive impact on children's attendance, their care and therefore their learning. Support for families has given parents and children the opportunity to work through issues in a positive manner and put them in contact with support groups/councillors.	3,4,5
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with engagement in lessons, book scrutiny and ongoing formative assessment.	1
Reading attainment among disadvantaged pupils	KS2 reading outcomes show that 90%+ of disadvantaged pupils achieved the expected standard or higher.	2
Enrichment Activities Class workshops & Trips Music Tuition	Disadvantaged children have been able to go places, experience events and engage socially in new and positive ways. They have had the opportunity to learn in the real world in a manner that is not possible in a classroom.	3,4
School Uniform	To ensure pupils have the logo uniform so they see themselves equal to their peers to ensure equality.	3,4
Free School Milk and FSM Admin	Having adequate protein in their diet helps minimise symptoms of ADHD/ADD, therefore reducing barriers to learning for disadvantaged pupils.	1,2,3,4
Residential Trips Financial Assistance x 11 x families	To ensure pupils have the same opportunities as their peers to experience an overnight residential trip - to ensure equality and develop their resilience, independence, and confidence.	3,4
Other Consultancy	Outside agencies, such as counsellors, therapists, Educational Psychologist and	1,2,3,4,5

	speech and language to help disadvantaged pupils.	
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**Total budgeted cost: £46,143.51**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Attendance** – ensure PP attendance is a least 96% or above (in line with national expectations)

Whole school attendance for 2023-24 was 97% with disadvantaged attendance being 94%. This compares to 92.8% nationally for all pupils and 88.9% for disadvantaged pupils for 2023-24. A clear attendance process is in place with families receiving termly attendance letters if their child's attendance is below 96%. One disadvantaged child is being monitored for persistent absence and the parent is attending meetings.

**Progress and Attainment** – ensure progress in reading, writing and mathematics is at least in line with their peers.

For **progress** – in reading across the school 96% (23/24) achieved expected progress; in writing across the school 92% (22/24) achieved expected progress and in mathematics across the school 87% (21/24) achieved expected progress. In reading and writing, 13% (3/24) achieved accelerated progress. In maths 4% (1/24) achieved accelerated progress.

For **attainment** in reading and mathematics 58% (14/24) children achieved expected standard or higher. In writing across the school 54% (13/24) children achieved expected standard or higher. 7 children who are disadvantaged are also on the SEN register.

NOTE: - the data set is small and a third of these pupils are also on the SEN register, so the percentages are less statistically reliable or relevant.

NEXT STEPS: Progress in mathematics for disadvantaged children is in line with reading and writing or better for areas.

#### **KCEPS PP Offer**

Pupils were able to access PP funding for uniform, music tuition, enrichment activities, nurture support, residentials and sports events.



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia (vocabulary, reading & comprehension)	LexiaUK Ltd
Third Space Learning (mathematics)	Virtual Class Ltd
Now Press Play	Now Press Play Ltd
Monster Phonics	Monster Phonics
Letter Joins	Green and Tempest Ltd
White Rose Maths	White Rose Maths
Language Angels	Nubridge Publishing Ltd

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p> <ul style="list-style-type: none"> <li>• Enrichment Activities</li> <li>• School Uniform</li> <li>• Mental Health and Wellbeing</li> </ul>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p> <p>High levels of self-confidence, independence skills and problem-solving opportunities. Mindfulness techniques and strategies learnt in workshops supports pupils in dealing with change and/or worrying and/or stressful situations.</p>

## Further Information – What We Do and How We Do It

Measure	Details
Pupils Tracking	Pupils are assessed in school daily and through swift identification of needs, pupils can be identified for interventions, where needed. Pupils will, therefore, have support in class but additional support from interventions from our Teaching Assistants. Interventions can be academically based or social and emotional support.
Pupil Progress Meetings	Half termly pupil progress meetings (autumn, spring & summer 1 informal meetings and autumn, spring & summer 2 formal

	meetings) identify any pupils requiring further support either academically or emotionally. Pupil premium pupils are identified and discussed through the tracking system so that children are quickly identified and a plan can be put in place. These are shared with subject leads.
Attendance Tracking	The Attendance Lead compiles attendance data every half term. Where there are concerns, parents are contacted and offered a meeting and support. PP financial help may be offered for Wraparound Care if this supports attendance.
Scrutiny Mechanisms	Alongside the data tracking, pupil progress meetings and attendance tracking, there are also termly book scrutinies, lesson observations, Subject Lead learning walks and Link Governor visits. A range of pupils are seen for each scrutiny, including PP work.
Reporting to Governors	Through the Headteacher report to Governors and Curriculum committee, PP progress is reported and discussed with actions and challenges for governors to follow-up in school.