

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	189
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Lynda Bowyer, Head Teacher
Pupil premium lead	Barbara Yeo, Deputy Head Teacher
Governor / Trustee lead	Eve Copeland, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,455
Recovery premium funding allocation this academic year	£ 4,205 * awaiting confirmation of 23/24 allocation on DfE
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£3190

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£47,850</p>

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 ELSA, along with children being supported at lunchtimes in our nurture area. Referrals to CHAT counselling and CaMHS have become more regular since lockdown. This year 6 children have been supported by CHAT and 2 by CaMHS.</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 2023/24 2024/25 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 2025/26 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: £7000

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: £26,000

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 1-2-1 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>Learning Mentor and ELSA lead</p>	<p>Our Learning Mentor & ELSA supports children with their mental fitness, wellbeing, social and emotional problems, family bereavement, illness, trauma or attachment issues. The pupils' survey found <i>'100% feel safe in school, 100% believe adults in school help them to do as well as they can and 100% feel teachers are interested in their point of view.'</i> The Learning Mentor & ELSA supports 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>	3,4
<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>	3,4
<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>	3,4
<p>Lunchtime Support Staff: 1:1 support, Nurture Area & Positive Play.</p>	<p>Children identified as benefitting from lunchtime support to help them cope with unstructured times improves their playtime experiences.</p>	3,4

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

Budgeted cost: £14,850

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, Educational Psychologist and speech	1,2,3,4,5

	and language to help disadvantaged pupils.	
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Total budgeted cost: £47,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2022- 2023 academic year was high, with all disadvantaged pupils achieving expected progress or accelerated progress. In reading and writing all disadvantaged pupils achieved the expected standard or higher. In mathematics 94% of disadvantaged pupils achieved the expected standard or higher.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Enrichment Activities
- School Uniform
- Mental Health and Wellbeing

The impact of that spending on service pupil premium eligible pupils

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.