

Pupil premium strategy statement 2024/2025



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Kirkby la Thorpe CofE Primary Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	20/108 = 20% FSM = 20 @ 1480 P/LAC = 2 @ 2570 Forces = 4 @ 340
Academic year/years that our current pupil premium strategy plan covers	2025/2025, 2025/2026, 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Clare Early
Pupil premium lead	Rebecca Brown
Governor / Trustee lead	David Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,100
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£36100

Part A: Pupil premium strategy plan

Statement of intent

Decisions about Pupil Premium (PP) funding, are based on the needs of the pupils and their families here at Kirkby la Thorpe CE Primary School. Recognition is given to the specific needs of our pupils and reference is made to the EEF research and guidance. Barriers faced by disadvantaged children in our context include, lack of confidence, complex emotional needs, families who are currently in, or have been at TAC, and some children who receive PP are also on the SEND register.

Teaching and learning is carefully monitored and EEF guidance is woven in to curriculum development and classroom practice, wherever possible. All teaching staff participate in the analysis of class data and the recording of PP provision, in order to evaluate the effectiveness of our PP strategy. Classroom planning is carried out in conjunction with the SENCO and members of the Senior Leadership Team, in order to ensure that provision is as personalised and therefore inclusive, as possible.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that all disadvantaged pupils make at least expected progress, based on national data, at the end of Year 6.

Key principles

- To ensure that appropriate provision is made for disadvantaged pupils within our setting using a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure that teaching and learning meets the needs of all children within our setting.
- To ensure that all provision is personal and suits the needs of individual children within our setting.
- Use of outside agencies to support pupils and provide training,
- PP funding can be used to support a pupil, or groups of pupils who have been identified as being disadvantaged, but may not qualify to receive direct funding.
- Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.

Achieving these objectives

- Use of PIXL assessments for reading, maths and grammar to provide summative information that can be tracked using standardised scores.
- CPD training for all teachers to enhance teaching and learning.
- Allocation of intervention staff to offer 1:1 support, or small group work which directly links to classroom teaching.
- ELSA trained member of staff made available to help develop emotional literacy of pupils most in need and support their emotional development.
- Development of NEST (Emotional Support Space) to support vulnerable pupils, particularly those with SEMH needs.

- Utilise our mixed age classes and PAN of 15, where appropriate, to reduce class sizes in order to offer opportunities for more effective teaching and accelerated progress.
- Carefully planned transition from primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost.
- PE provision to include the use of a specialised coach to deliver active maths sessions.
- Use of trained member of staff to offer 'catch-up' sessions across all classes, for pupils to meet age related expectations.
- Increased use of screening programmes to identify pupil's particular needs and develop plans to support their learning.
- Referrals to CASY for targeted support.
- Release time for Mental Health Support Lead.

Challenges

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

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	Y4	PP	PP & SEND	Non PP
	Reading	100%	N/A	93%
	Writing	100%	N/A	85%
	Y5	PP	PP & SEND	Non PP
	Reading	50%	0%	59%
	Writing	50%	0%	25%
	Y6	PP	PP & SEND	Non PP
	Reading	72%	50%	88%
	Writing	57%	25%	76%
4	Pupils who are both SEND and PP demonstrate that attainment and progress are lower than national figures. Accurate monitoring procedures need to be used to measure and target gaps for provision for reading, writing and maths across whole school.			
5.	Attendance for PP children is lower than national average. Outcomes for poor attendance impacts attainment and progress.			
6.	There are a high number of SEMH needs amongst PP children. These children need to have their needs met so that this doesn't impact their potential to learn.			

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
Attainment for PP children in both reading and writing and maths at KS1 will be in line with national average. Children will reach ARE by the end of KS1.	PP children will make progress through targeted interventions for reading and writing. This will be evidenced through robust assessment systems (Insight. Provision Map & Pixl).
Pupils (especially in year 1 and 2) to have a firm knowledge of early reading and phonics to enable them to access a broad curriculum and continue to succeed in reading to support their progression into KS2	Phonics tracking and assessment/ phonics screen checks. Pupils reading age to increase to expected or better levels according to chronological age expectations. Pupils to be able to use reading knowledge to answer inference and deduction questions about more complex texts. We will be in line for national phonics screening check and re-screen.
Attainment in phonics for Y1 PP children will be in line with national average. The gap will close between those with PP & SEND and national average (79%)	PP and SEND children will make progress through specific phonics interventions as evidenced on the RWInc Tracker We will be in line for national phonics screening check and re-screen.
Attainment in reading and writing for KS2 pupils who are PP will improve and close the gap between PP and national average. (R73%)(W71%)	PP children will make progress through targeted interventions for reading and writing. This will be evidenced through robust assessment system and monitored through Provision Map We will be in line for national average. Internal assessments will show impact.
For PP pupils, gaps in learning are identified and appropriate intervention is used to address these.	Summative assessment through a robust assessment system will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations. Pixl therapies
For PP children and those with SEND to make progress on MTC and reach ARE by the end of Y4.	PP children will make progress through targeted MTC interventions. This will be evidenced through regular assessment and monitored through pupil progress meetings and provision Map
Pupils to have rapid fluency of key mathematical concepts such as number bonding and use of known facts for instant retrieval. For this knowledge to be used in everyday maths when reasoning and problem solving.	Baseline scores for each identified pupils. 1:1/small group tuition and daily practice. Opportunities built into daily QFT for pupils to apply the knowledge in maths lessons. NCTEM Mastering Number

PP children will be supported with social, behavioural needs, and wellbeing.	Many of our disadvantaged pupils have SEND and SEMH needs impacted furthermore by influences outside of school
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £15955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc consultancy and resources for teachers to secure stronger phonics teaching for all pupils (Portal, Consultancy, CL time) Endowment Foundation EEF</p> <p><u>Projected spend:</u> £600</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF Using a systematic approach that explicitly teaches pupils a comprehensive set of letter/sound relationships through an organised sequence.</p> <p>Training staff to ensure they have the necessary linguistic knowledge and understanding. EEF Improving Literacy in key stage 1. Strand 3, 8 Improving Literacy in key stage 2. Strand 2, 7</p>	1, 2, 3, 4
<p>Purchase Maths intervention books to teach children the basics of number</p> <p>Plus 1/Power 2 + pre and post teaching</p> <p>13hrs TA maths intervention/week</p> <p><u>Projected spend:</u> £9477</p>	<p>Plus 1 and Power of 2 is an evidence-based maths intervention that focuses on one to one maths coaching.</p> <p>https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</p>	1, 4
PM Benchmark	https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/reading-comprehension/strategies	1,3, 4

<p>TA time to deliver assessment + SENCo analysis</p> <p><u>Projected spend:</u> £1500</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	
<p>WTT assessment sessions and staff training.</p> <p>Staff CPD</p> <p>SENCo time for ladder monitoring and evaluation with WTT specialist</p> <p><u>Projected Spend:</u> £2000</p>	<p>EEF - Behaviour interventions EEF – Feedback Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support.</p>	4, 5
<p>Mastery approach in maths. (Maths Hub) Enhancement of curriculum teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance, resources and CPD (including Teaching for Mastery training</p> <p>X3 M4 teachers x10 (15hrs) sessions +HT for x5 sessions PPA cover</p> <p><u>Projected Spend:</u> £1460</p>	<p>EEF – mastery learning</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf https://educationendowmentfoundation.org.uk</p>	1, 3, 4
<p>Subsidise Power Maths Books to develop the mastery maths approach with a particular focus on</p>	<p>EEF – mastery learning The DfE recognised Power Maths programme allows children to build conceptual understanding and develop problem solving from Reception onwards. (Pearson 2018)</p>	1, 3, 4

<p>fluency and reasoning. This will be done through Power Maths and will include CPD for new staff.</p> <p><u>Projected Spend:</u> £460</p>	<p>Research review series: mathematics - GOV.UK (www.gov.uk)</p>	
<p>Subsidise PIXL assessment and unit analysis tool. Introduce, PixL assessment and teaching tool across KS1 & KS2.</p> <p>Targeting and addressing specific gaps in learning. Ensuring challenge is appropriate and a priority</p> <p>PiXL therapies for Reading and Maths targeting disadvantaged pupils falling behind age-related expectations</p> <p><u>Projected Spend:</u> £400</p>	<p>EEF - Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • ‘Use of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.’ • ‘School leaders systematically review the roles of both teachers and TAs – how TA support can improve attainment throughout the school.’ <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Headteacher-Update.com – Researchers found that early interventions are the highest priority for spending money targeted at disadvantaged students.</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 4 4</p>
<p>Subsidise Handwriting Program – Letter Join</p> <p><u>Projected Spend:</u> £58</p>	<p>According to the National Handwriting Association, time devoted to the teaching and learning of letter formation in the early years is important. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically</p>	<p>1, 3</p>

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

Budgeted cost: £7054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Provision Map to ensure structured interventions are monitored and tracked for impact + SENCo time per hour + to train staff</p> <p><u>Projected spend:</u> £2039</p>	<p>EEF - Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • ‘Use of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.’ • ‘School leaders systematically review the roles of both teachers and TAs – how TA support can improve attainment throughout the school.’ 	<p>1, 3, 4</p>
<p>Precision Teaching</p> <p>TA time /hour 30 mn/x3 week</p> <p><u>Projected spend:</u> £1265</p>	<p>EEF – peer tutoring, small group tuition and one-to-one tuition in intervention sessions.</p>	<p>1, 4</p>
<p>Reading Assessment x2/year TA 10hrs TA time /hour</p> <p><u>Projected spend:</u> £150</p>	<p>EEF – peer tutoring, small group tuition and one-to-one tuition in intervention sessions.</p>	<p>1, 4</p>
<p>NELI Programme – to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>TA 2h15/week</p> <p><u>Projected Spend:</u> £1640</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Wellcom training and delivery to</p>	<p>There is a strong evidence base that suggests oral language interventions,</p>	<p>2</p>

<p>support language development</p> <p>ELSA time/hour (AH= £17.37 1hr 45/week)</p> <p><u>Projected Spend:</u> £1770</p>	<p>including dialogic activities such as high-quality classroom discussion has a high impact on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Times Tables Rockstars</p> <p>Continued focus - maintaining fluency in mental calculations for multiplication and division.</p> <p><u>Projected Spend:</u> £190</p>	<p>EEF – Learning in Maths ‘Research shows that children that can recall times tables facts can access the wider maths curriculum for reasoning.’</p>	1, 3

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

Budgeted cost: £14194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% subsidy for trips for PP pupils etc.</p> <p><u>Projected spend:</u> £1500</p>	EEF - Arts participation and outdoor education	1, 3 & 4
<p>CPD for Attendance Lead Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Time for JA & SENCo in order to improve attendance outcomes and to</p>	<p>EEF – Social and emotional learning (SEL).</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2 & 3

<p>support to manage more complex situations.</p> <p>Attendance Lead time £2200 SENCo £2000</p> <p><u>Projected spend</u> £4200</p>		
<p>Purchase of standardised, diagnostic assessments such as STT,</p> <p>Cost of STT Buy back £1110</p> <p>SENCo time/chd + time to interpret £2000</p> <p><u>Projected spend</u> £3110</p>	<p>Training for staff to ensure assessments are interpreted and administered correctly Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil, to help ensure they receive the correct additional support through quality first teaching or additional interventions. Learning is most likely effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF assessing-learning-in-the-new-academic year</p> <p>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support.</p>	4, 6
<p>GL Ready, dyslexia screen, GL Ready dyscalculia screen £250</p> <p>Cost dyslexia dyscalculia TA time/chd</p> <p>RB time to interpret £1500</p> <p><u>Projected Spend</u> £1750</p>	<p>Diagnostic assessment can be used to assess the best way to target support. EEF assessing-learning-in-the-new-academicyear What Schools Need To Know About Standardised Tests And Assessment Attainment and Assessment The Headteacher EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4, 6
<p>ELSA</p>	<p>While research focuses primarily on academic outcomes, it is important to remember the other</p>	6

<p>Pupil premium pupils will receive emotional and social support, if required, through targeted interventions, delivered and monitored by SENco and ELSA</p> <p>TA ELSA time £3534 SENCo Supervision £100</p> <p><u>Projected spend</u> £3634</p>	<p>benefits of SEMH interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Monitoring the efficacy of SEMH approaches is vital. Social and Emotional (SEL) Toolkit Strand- EEF</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 37203

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Challenge number	Detail of challenge				Outcome			
1.	Reading (68%), writing (60%) and maths (70%) for PP children at KS1 continues to be a focus.							
	Y1 Su 2 2023/24	PP	Non PP		Y1 Spr 2 2024/25	PP (1)	Non PP	
	Reading	25%	50%		Reading	100%	83%(6)	
	Writing	50%	67%		Writing	0%	83%(6)	
	Maths	25%	75%		Maths	100%	83%(6)	
	23/24							
	Y2 Su 2 2023/24	PP	Non PP		Y2 Spr 2 2024/25	PP	Non PP	
	Reading	75%	68%		Reading	33%	73%	
	Writing	25%	41%		Writing	33%	45%	
	Maths	100%	73%		Maths	33%	91%	
					Y3 Spr 2 2024/25	PP	Non PP	
					Reading	66%	63%	
					Writing	33%	48%	
				Maths	66%	90%		
2	Phonics in Y1 for PP and PP/SEND is lower than national average (79%)							
	Y1	PP	PP & SEND	Non- PP	Y1	PP	PP & SEND	Non- PP
	Phonics	50%	0% (1 chd)	83%	Phonics	100%	N/A	100%
3	Reading and writing for KS2 pupils who are PP is lower than national average (R=73%)(W=71%)							
	Y3 Su 2 2023/24	PP	PP & SEND	Non PP	(now)Y4 Spr 2 2024/25	PP	PP & SEND	Non PP

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	<p>Pupils who are both SEND and PP demonstrate that attainment and progress are lower than national figures. Accurate monitoring procedures need to be used to measure and target gaps for provision for reading, writing and maths across whole school.</p>	
<p>5.</p>	<p>Attendance for PP children is lower than national average. Outcomes for poor attendance impacts attainment and progress.</p>	
<p>6.</p>	<p>There are a high number of SEMH needs amongst PP children. These children need to have their needs met so that this doesn't impact their potential to learn.</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Third Space Maths tutoring programme	Third Space learning
Dyslexia and dyscalculia screening programmes	GL assessment
X Tables Rockstars	TT Rockstars
Education City	Education City
Counselling And Support for Young People	CASY
Read Write Inc	RWI Consultancy
Moderation	Keystone Teaching School
STT	LCC
WTT	LCC
Language for Thinking	ECLIPS
Widgit	Widgitonline
Dyscalculia Screening Tool	GL Assessment

Service pupil premium funding (optional)

Measure	Details
	•

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. ELSA work and Counselling is being carried out for 1 service child to support SEMH.

This will include embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, focusing on building life skills such as confidence, resilience, and social communication. Disadvantaged pupils will be encouraged and supported to participate.

We continue to use the evidence base from EEF to support our pedagogy and to inform our practice for best outcomes.