

# Pupil premium strategy statement – Kiveton Park Infant School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	163 (inc. nursery) 139 (exc. Nursery)
Proportion (%) of pupil premium eligible pupils	23 (inc. nursery) 24 (exc. Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Joanne Senior
Pupil premium lead	Rachel Idell
Governor / Trustee lead	Matthew Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090
Recovery premium funding allocation this academic year	£5,220
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <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>	£0
<p><b>Total budget for this academic year</b></p> <p><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>	£52,310

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *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?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make the best progress they can 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 our vulnerable pupils, such as those with difficulties in their home lives and those who have SEND needs. The activity we have outlined in this statement is 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 strategy is also integral to wider school plans for education recovery, to offer support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including speech sounds and EAL needs. These are evident from F1 through to Y2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>On entry to Reception class 2021-22, 75% of our disadvantaged pupils arrived below age-related expectations in at least one of the prime areas compared to 35% of other pupils.</p> <p>In Key Stage One, internal assessments, SATs and Phonics screening indicate that attainment by the end of 2021-22 in the core areas (Phonics, Reading and Writing) among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At the start of Y2 2022:</p> <ul style="list-style-type: none"> <li>• Reading (expected standard) - 82% of non-disadvantaged pupils compared to 64% of disadvantaged pupils</li> <li>• Writing (expected standard) - 67% of non-disadvantaged pupils compared to 43% of disadvantaged pupils</li> </ul>
4	<p>Our assessments discussions and observations, indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils due to family issues and interruptions to education and routines including partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to these pupils falling further behind age-related expectations in all core areas.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 56 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Observations indicate that the disruption to routines and changes in structures caused by partial school closures have impacted negatively on our pupils with existing SEMH needs. As a result, children are going</p>

	in to crisis regularly. This is not only disrupting their education, but also that of the other pupils in their class.
7	Our attendance data last year indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. Our assessments and observations indicate that poor attendance is negatively impacting disadvantaged pupils' progress.

## 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 other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in the core areas among disadvantaged pupils	KS1 outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard in RWM.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To better support the needs of our SEND pupils.	Data linked to behaviour incidents for our SEND pupils will average no more than 2 per child in Spring and Summer Terms by 2024/25
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> </ul>

## 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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further enhancement of our maths teaching and planning in line with DfE and EEF guidance.</p> <p>We will fund maths leader release time:</p> <ul style="list-style-type: none"> <li>-to monitor use of mastering number programme to inform necessary coaching</li> <li>-to track pupil progress to identify any further actions</li> </ul> <p>We will fund EYFS leader release time:</p> <ul style="list-style-type: none"> <li>-to enable enhancement of mastering number sessions for FS2 pupils to fully meet the needs of the curriculum</li> </ul>	<p>Importance of assessments to identify gaps and the use of manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	2
<p>Fund CPD, including cover costs, for remainder of key staff who will be delivering the SoundsWrite phonics programme.</p> <p>Fund cover costs to enable the phonics and reading leader and the English lead:</p> <ul style="list-style-type: none"> <li>-to quality assure the teaching and learning of phonics throughout school</li> <li>-to monitor the impact of SoundsWrite on reading and writing</li> </ul>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>-to deliver phonics CPD to all teaching assistants          -to share new phonics programme with parents          -to deliver CPD for class teachers to enable improved planning and teaching of reading          -to deliver CPD and coaching to further develop the teaching of writing</p>		
<p>We will commission Fusion for ongoing training and support for key staff to better meet the needs of identified pupils</p> <p>Release time for SENDCo to support:</p> <ul style="list-style-type: none"> <li>- ongoing adaptations to provision for class teachers</li> <li>- implementation of advice provided</li> <li>-to coach individual staff members as required</li> </ul>	<p>EEF guidance on Special Educational Needs in Mainstream School.</p> <p>Five recommendations on special education needs in mainstream school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3
<p>Improve use of Birmingham Toolkit through further CPD to better identify gaps for SEND pupils requiring more in depth assessment and tracking, to inform bespoke learning.</p> <p>Release time for SENDCo to deliver CPD and to monitor its use and impact on pupils.</p>		
<p>EYFS leader to further develop the outdoor learning space to maximise learning opportunities outdoors in order to better address the full range of learning styles.</p>	<p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p>	2

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils and others requiring catch up. This will be delivered through the deployment of additional hours for staff within each classroom.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional reading sessions, to support phonics, decoding and comprehension, targeted at disadvantaged pupils and others requiring catch up. This will be delivered through the deployment of additional hours for staff within school.	Phonics- mastering the basics of reading  <a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a>	
Deliver a Maths intervention to target those identified as having specific gaps which are a barrier to them achieving ARE.	Importance of assessments to identify gaps and the use of manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
Staff to deliver interventions to further	EEF guidance on Oral Language interventions	1



<p>develop vocabulary to support the learning of disadvantaged pupils.</p>	<p>Oral language approaches might include: targeted reading aloud and book discussion with young children;</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Regular Speech and Language and EAL interventions to support the language acquisition for those in need, enabling greater progress in all areas of the curriculum and improving confidence.</p>	<p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p>	<p>1, 2, 3, 5, 6</p>
<p>To support pupil's wellbeing, attendance and academic performance through the deployment of a family support worker to liaise and work with parents, carers and other professionals to support the range of challenges they face.</p>	<p>Parental Engagement Actively involving parents in supporting their children's learning and development. Strategies include more intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison that work with parents through either home visits or other targeted approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>To give disadvantaged students greater access to high quality learning and enrichment opportunities by funding additional nursery sessions, clubs and visits for identified pupils.</p>	<p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be</p>	<p>1,2, 3</p>

	<p>particularly important for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <p>At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
Teaching Assistants with a high level of qualification (Level 3 or 4) will be employed as classroom support to maximise the potential for quality first teaching and to deliver high quality, timely interventions.	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015.</p> <p>Developing skills and roles of existing teachers and support staff versus employing additional teachers who do not know the pupils.)</p> <p><a href="https://dro.dur.ac.uk/16908/">https://dro.dur.ac.uk/16908/</a></p>	1, 2, 3, 4

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4

Contingency fund for acute issues.	Based on our previous experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £52,310**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Maths teaching was enhanced through the introduction of daily mastering number sessions in Autumn 2 and continued throughout the academic year. This was delivered by all teachers following planned training.

This impacted positively on EYFS and Y1 learning as seen by in year progress of 36% and 31% respectively. There was no measurable improvement in Y2.

Baselining for maths tutoring in Autumn 1 2022-23 demonstrated that the bottom 20% of pupils were working at a higher level than the previous year.

New DfE validated Systematic Synthetic Phonics Programme (SoundsWrite) was purchased and staff training commenced in Summer 2 and completed Autumn 1 2022-23. Additional, unplanned, cover costs resulted in an overspend in this area of £1,530. The impact of the new phonics programme will be reviewed throughout the next academic year.

Team Teach training was completed by all teachers and key teaching assistants. Fusion also supported the SENDCo and class teachers to manage the behavioural needs of more complex children. Release time for the SENDCo enabled her to work in depth with class teachers and teaching assistants to act on the advice and training provided. This included appraisals for support staff and the coaching of class teachers. Behaviour logs demonstrate a reduction in behaviour incidents.

The Birmingham Toolkit was purchased and staff training was completed (Fusion) at a cost of £1000. This was introduced in the summer term but requires further CPD to ensure that the use of the toolkit has maximum impact. Its use will be monitored and impact on pupil progress measured in the next academic year.

The SENDCo was released in spring and summer terms to coach and mentor teaching assistants with responsibility for pupils with more complex needs, through tailored appraisals. This was seen to impact positively on staff moral and behaviour of key children.

The EYFS leader had half-termly CPD meetings. These were to upskill all EYFS staff on the new curriculum to ensure all staff were confident and able to embed knowledge and skills. Comprehensive training on the development of children's speech, language and communication skills. The impact of these benefited all children, but in particular supported the disadvantaged pupils to narrow the gap through improvements made to optimise the impact of targeted support and interventions. Data shows in year progress of 36% for disadvantaged pupils in the area of speaking. The gap between disadvantaged and all pupils reduced to just 1% by the end of the year.

As the year unfolded it was necessary to prioritise EYFS foci due to EYFS leader workload. The outdoor area has now become a priority for academic year 2022-23.

## 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
N/A	

## Service pupil premium funding (optional)

<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>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

