

Pupil premium strategy statement – South Kirkby Academy

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	214
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Academic Standards Committee
Pupil premium lead	Mr Adam Potter (Headteacher)
Governor / Trustee lead	Mr Kel Greensides

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,635
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</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.	£0
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>	£151,635

Part A: Pupil premium strategy plan

Statement of intent

At South Kirkby Academy, we are committed to ensuring that disadvantaged pupils achieve as well as their peers and leave primary school with the knowledge, skills and cultural capital needed for future success.

Our pupil premium strategy is rooted in a clear understanding of the barriers faced by our disadvantaged pupils, including historically low attainment, attendance challenges, gaps in early reading, limited experiences beyond the local community and social, emotional and mental health needs.

To address these barriers, our strategy prioritises:

- High-quality teaching for all pupils, supported by sustained professional development
- Early identification and targeted academic support, particularly in reading and literacy
- Strong pastoral and attendance systems to support pupils and families
- Access to enrichment and wider opportunities to broaden experiences and raise aspirations.

Our approach is evidence-informed, drawing on research from the Education Endowment Foundation and robust school assessment systems. We regularly review the impact of our provision to ensure that pupil premium funding is used effectively to improve attainment, close gaps and ensure disadvantaged pupils can fully access the curriculum and wider life of the school.

Challenges

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

Challenge number	Detail of challenge
1	Historically low attainment and progress Internal and national data show that attainment for disadvantaged pupils has historically been below national averages, particularly in reading and mathematics at the end of KS2. This gap limits access to the secondary curriculum.
2	Attendance Barriers

	Attendance rates for disadvantaged pupils are below national expectations, and persistent absence impacts pupils' ability to secure consistent progress in learning.
3	Limited access to wider experiences Many disadvantaged pupils have limited access to enrichment opportunities and experiences outside of the local community, which can restrict vocabulary development, cultural capital and engagement with aspects of the curriculum.
4	Weaknesses in early reading and fluency Some pupils enter KS2 without secure phonics knowledge or reading fluency, which restricts their ability to access the wider curriculum and impacts progress across subjects
5	Social, emotional and mental health needs A proportion of disadvantaged pupils experience social, emotional and mental health challenges which can affect behaviour, engagement with learning and attendance.

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
Disadvantaged pupils will demonstrate improved attainment and progress across reading, writing and mathematics, with the gap between disadvantaged pupils and national averages narrowing over time.	<ul style="list-style-type: none"> Increased proportion of disadvantaged pupils achieving expected and higher standards at the end of KS2. Internal assessment demonstrates sustained improvement in progress across year groups.
Attendance for disadvantaged pupils will improve so that:	<ul style="list-style-type: none"> Overall attendance is closer to national averages Persistent absence for disadvantaged pupils reduces year-on-year.
Disadvantaged pupils will have regular access to enrichment activities and wider opportunities that enhance learning and cultural capital.	<ul style="list-style-type: none"> High participation rates in trips, clubs and enrichment activities. Engagement with the school's 'SKA 50 Things' programme.
Reading will continue to improve across the school so that disadvantaged pupils develop secure phonics knowledge and reading fluency, enabling them to fully access the curriculum.	<ul style="list-style-type: none"> Effective implementation of Read Write Inc and Fresh Start interventions Monitoring demonstrates improvements in reading fluency and comprehension.
Disadvantaged pupils will feel well supported and able to engage positively with school life.	<ul style="list-style-type: none"> Behaviour rarely disrupts learning

	<ul style="list-style-type: none"> • Pastoral interventions demonstrate positive impact on engagement and behaviour.
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI resources and training for all staff Accelerated Reader training for all staff	<p>EEF Improving Literacy in KS2 – Recommendation 2 and 7</p> <p><i>Support pupils to develop fluent reading capabilities and use high-quality, structured interventions to help pupils who are struggling with their literacy.</i></p> <p>EEF Phonics Teaching Toolkit</p> <p><i>+5 months impact for extremely strong evidence strength and low cost.</i></p> <p>EEF Teaching Toolkit Accelerated Reader</p> <p><i>Low implementation cost, +3 months of impact.</i></p>	1, 4
Released Senior Leadership to coach and mentor teaching staff and leaders	<p>EEF Effective Professional Development</p> <p><i>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</i></p>	1, 2, 3, 4, 5
Released Senior Leadership to coach support staff	<p>EEF Effective Professional Development</p> <p><i>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</i></p>	1, 2, 3, 4, 5

Released Senior Leadership and associated cover for teaching staff to improve the school's SEND offer	EEF Special Educational Needs in Mainstream Schools <i>All recommendations.</i>	1, 2, 3, 4, 5
EBE Assessment Essentials & Assessment Lead Programmes	EEF Feedback Teaching Toolkit <i>+6 months impact for robust assessment and a strong evidence base.</i>	1

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

Budgeted cost: £ 109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching support in UKS2 as part of raising outcomes strategy and replace tutoring	EEF Small Group Tuition <i>Moderate cost for +4 months of impact with a strong evidence base.</i>	1
Additional teaching support across the setting for children working below the KS2 NC	EEF Small Group Tuition <i>Moderate cost for +4 months of impact with a strong evidence base.</i>	1, 2, 4
Read Write Inc. training for all staff	EEF Phonics Teaching Toolkit <i>+5 months impact for extremely strong evidence strength and low cost.</i>	1, 4
Additional Learning Mentor appointment to support wellbeing interventions	EEF Social and Emotional Learning <i>+4 months impact</i> DFE Promoting and supporting mental health and wellbeing in schools	3, 5
ELSA training for Learning Mentor	EEF Social and Emotional Learning <i>+4 months impact</i> DFE Promoting and supporting mental health and wellbeing in schools	1, 2, 5

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

Budgeted cost: £22,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer daily time (2 hours)	DFE Working Together to Improve School Attendance	1, 2
Attendance incentives	DFE Working Together to Improve School Attendance	1, 2
EWO support	DFE Working Together to Improve School Attendance	2
Squaring-up interventions for Upper KS2	EEF Social and Emotional Learning <i>+4 months impact</i>	5
Heavily subsidised trips and visitors	Evidence base suggests bringing positive learning experiences to children outside of the school community has a positive impact.	3
School uniform provision for all children		3
Paid partnership with local high-school to increase available opportunities	Evidence base suggests bringing positive learning experiences to children outside of the school community has a positive impact.	2, 3, 5

Total budgeted cost: £ 151,700

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Intended Outcome (2024-2025)	Review Summary															
<p>Disadvantaged pupils will demonstrate improved attainment and progress across reading, writing and mathematics, with the gap between disadvantaged pupils and national averages narrowing over time.</p>	<p>Attainment for disadvantaged pupils has continued to show improvement across key subjects over the three-year period. The proportion of disadvantaged pupils achieving the expected standard in reading increased significantly from 32% in 2023 to 50% in 2025, indicating a strong upward trend and reflecting the impact of the school’s sustained focus on reading development and fluency. Writing outcomes have also improved considerably, rising from 32% in 2023 to 73% in 2025, demonstrating strengthened teaching and targeted support across the curriculum.</p> <p>Combined attainment has remained broadly stable over the period (26% in 2023, 28% in 2024, 27% in 2025), while mathematics outcomes rose from 26% in 2023 to 42% in 2024, before declining slightly to 37% in 2025. Despite this variation, attainment across individual subjects remains notably higher than the starting point in 2023.</p> <p>Overall, the trend indicates that disadvantaged pupils are making improving progress, particularly in literacy, although outcomes remain significantly below national averages and further work is required to sustain improvements in mathematics and combined outcomes. The continued emphasis on high-quality teaching, reading development and targeted academic support remains central to narrowing the attainment gap.</p> <table border="1" data-bbox="560 1608 1035 1951"> <tbody> <tr> <td>2025</td> <td>C: 27%</td> <td>R: 50%</td> <td>W: 73%</td> <td>M: 37%</td> </tr> <tr> <td>2024</td> <td>C: 28%</td> <td>R: 44%</td> <td>W: 56%</td> <td>M: 42%</td> </tr> <tr> <td>2023</td> <td>C: 26%</td> <td>R: 32%</td> <td>W: 32%</td> <td>M: 26%</td> </tr> </tbody> </table>	2025	C: 27%	R: 50%	W: 73%	M: 37%	2024	C: 28%	R: 44%	W: 56%	M: 42%	2023	C: 26%	R: 32%	W: 32%	M: 26%
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<p>Attendance for disadvantaged pupils will improve.</p>	<p>Attendance for disadvantaged pupils has remained broadly stable over time, with a gradual improvement from 89.9% in 2021–2022 with attendance in 2024–2025 at 91.4%. This reflects the continued impact of the school’s strategic focus on attendance, including strengthened monitoring, improved communication with families and targeted support for pupils at risk of absence.</p> <p>Persistent absence for disadvantaged pupils has also improved compared with earlier years. Rates reduced from 34.5% in 2021–2022 to 31.5% in 2024–2025, before improving further to 26.0% in 2025–2026. While persistent absence remains higher than for non-disadvantaged pupils, the longer-term trend demonstrates that attendance strategies and pastoral interventions are having a positive impact.</p> <p>Overall attendance for all pupils has improved during the same period, rising from 92.0% in 2022–2023 to 93.8% in 2024–2025, indicating that whole-school approaches to attendance are strengthening engagement across the school community.</p> <p>Continued focus on attendance, family engagement and targeted support for disadvantaged pupils will remain a key priority in order to further reduce persistent absence and close the attendance gap.</p>
<p>Disadvantaged pupils will have regular access to enrichment activities and wider opportunities that enhance learning and cultural capital.</p>	<p>The school continues to provide excellent enrichment and personal development opportunities for all children. Enrichment activities are well-attended and activities such as after-school clubs are completely free.</p>
<p>Reading will continue to improve across the school so that disadvantaged pupils develop secure phonics knowledge and reading fluency, enabling them to fully access the curriculum.</p>	<p>RWI phonics interventions are fully embedded in daily practice meaning children are able access the curriculum and therefore have the best possible quality of education. ‘Fresh Start’ interventions are also embedded in Upper Key Stage 2. The school continues to invest heavily in early reading and fluency through dedicated release time for the English lead, high quality staff training and CPD and an investment in resources. Monitoring and assessment shows tangible impact of the reading interventions across the setting.</p>

<p>Disadvantaged pupils will feel well supported and able to engage positively with school life.</p>	<p>Pastoral support and behaviour interventions have continued to support disadvantaged pupils to engage more positively with school life. In 2024–2025, the overall rate of suspensions reduced from 6.1% in 2023–2024 to 3.8%, with the number of pupils receiving a suspension falling from 13 to 8. The total number of suspensions also reduced significantly from 61 to 25, alongside a reduction in the total number of days lost to suspension from 49 to 24. These improvements suggest that strengthened pastoral systems and targeted behavioural support are having a positive impact on pupil engagement.</p> <p>While suspension rates remain above national averages, the reduction in both the number of incidents and the number of pupils involved indicates that behaviour is becoming more stable across the school.</p>
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