# Pupil premium strategy statement (2021 – 2022)

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our Pupil premium.

## 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

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| Detail | Data |
| School name | South Kirkby Academy |
| Number of pupils in school | 235 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Updated annually to reflect changes in staffing and pupil needs. |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | February 2022 |
| Statement authorised by | Sharon Maiden |
| Pupil premium lead | Sharon Maiden |
| Governor / Trustee lead | Kel Greenside |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £115,670 |
| Recovery premium funding allocation this academic year | £15,225 |
| 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 | £135,585 |

# Part A: Pupil premium strategy plan: Statement of intent

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| At South Kirkby Academy we will:   * Raise the attainment of eligible pupils * Close the attainment gap between these pupils and their peers * Support pupils to enable them to ‘keep up’ with learning * Provide CPD support/training for staff linked to pedagogical approaches – One Wakefield Programme, Rosenshine research, metacognition research, and learning * Ensure that Quality First teaching will be good or better – supported by an effective programme of CPD, monitoring and review * Target support and intervention so that it has a positive impact on pupil progress and attainment * Develop a rigorous plan for Nurture Intervention to support our most vulnerable pupils. * Ensure that ALL staff have the skills to link small group work and intervention to classroom practice - review the impact that support staff make in the classroom as part of the QFT agenda * Have an awareness of non-academic barriers to learning and how structures in place will effectively support pupils * Understand the needs of our community to ensure that we can target specific support at identified pupils. This includes Breakfast Club, support for Educational Visits, additional home learning, signpost to external agencies * Improve overall attendance and reduce Persistent Absence |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupils with specific and unidentified SEND needs which are linked to social, emotional,  financial, well-being and medical needs that have previously not shown improvement. |
| 2 | The MHWB vulnerability and needs of some pupils which may lead to an inability to engage fully in learning and acceptable behaviour. |
| 3 | Low attendance, Persistent Absence, and poor engagement - including some lateness. All due to external influences and barriers. |
| 4 | Some concerns with parental engagement to support learning – enabling pupils to ‘keep up’. |
| 5 | The behaviour and attitude to learning for a small minority of pupils. |

## 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.

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| Intended outcome | Success criteria |
| Nurture intervention (learning and MHWB) will be firmly embedded in school practice to support vulnerable pupils.  Nurture staff are confident in delivering interventions, applying research methods to practice, and supporting vulnerable pupils. | A ‘Nurture’ team will deliver intervention and support for vulnerable pupils in identified year groups.  Attitudes for learning for identified pupils will be positive and will support access to the curriculum.  There will be no barriers to learning for any pupil.  Outcomes from intervention baseline following a structured programme (6 week) will demonstrate good progress allowing pupils to access curriculum subjects in the classroom with peers. |
| Classroom environments will support learning which includes working walls, individual scaffolds for learning, robust planning to identify pupils at risk of falling behind. | Quality First Teaching  The gap will reduce between Pupil premium and non-Pupil premium pupils.  All pupils will ‘keep up’ with learning |
| Improve outcomes in reading, writing and maths to secure an increase in ARE outcomes. | Quality First Teaching - All teaching will be good or better.  School data will demonstrate improvements made for vulnerable pupils.  Progress will be evident in pupil’s books. |
| Pupils understand that they can be ‘aspirational’ and staff have high expectations for them. | Attitudes to learning are good  Pupil engagement in all curriculum subjects is positive because of work pitched at the correct level. |
| Increase overall attendance for all pupils  Reduce persistent absence | Attendance overall will reach 96%  Persistent absence for PP pupils will reduce from 14.8%. (2018/2019 data) |

## 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: £60,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching Staff CPD | QFT:  SLT to drive improvement in Teaching and Learning through-out school.  CPD as ongoing for (Maths and English).  Staff instability, confidence and inconsistency in approach and delivery – evidence that this has resulted in good and better teaching.  Consistent school practice and high expectations.  Strengthened subject leader roles (Maths, English and Science) with improved outcomes for pupils. | 1,2,3,4,5 |
| Recruitment of Support Staff:  X1 HLTA  X1 Behaviour Support Assistant  X2 Learning Support Assistants | QFT:  As Above  Robust CPD each half term to ensure consistency and effective classroom support.  Skills driven to ensure that staff are confident and can ably support the teacher.  Peer coaching and mentoring – support for new staff. | As above |

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

Budgeted cost: £ 5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily RWI/Phonics: Intervention in year 3,4 and identified pupil in year 5. | Pupils achieve ARE in Reading  All pupils identified achieve (grey) RWI off the scheme | As Above |
| Daily Lexia Programme (Year 5 and 6) | Pupils achieve ARE in Reading  Confidence improves and pupils reading fluently.  Comprehension is improved and pupils able to access class texts and materials. | Above |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture Intervention – to include Emotional literacy, Zones of Regulation, Motional, Circle of Friends, Lego Therapy, Drawing & Talking Therapy | MHWB is supported so that pupils can confidently access learning in class and develop and maintain friendships/peer support.  Pupils will gain full access to the curriculum and understand its relevance. | Above |
| Breakfast Club:  X2 Breakfast club Assistants  Resources: tabletop games and equipment  Early Bird Club led by Learning Mentor | Families supported to attend BC – pick-ups if required and support from outside agencies.  Walking Bus accessed and breakfast given in Early Bird club (8.45am – 9.00am)  No pupils late for school  PA reduced and pupils in school at the start of the day ready to learn.  Pupils picked up during BC for individual reading and/or phonic work. | 3,4,5 |

**Total budgeted cost: £** *85,000 (to December 2021)*

# 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 2020 to 2021 academic year.

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| The following information gives the context of performance across school from the Summer 2021, school data and NFER assessments carried out through-out the Academy Trust.  The picture is extremely varied from subject to subject and from each year group  Reading;  Year 3 pupils reaching ARE for pupil premium 29% compared to 66% non-pp  Year 4 pupils reaching ARE for 26% pupil premium compared to 48% non-pp  Year 5 pupils reaching ARE for pupil premium 16% compared to 56% non-pp  Year 6 pupils reaching ARE for pupil premium 42% compared to 78% non-pp  Outcomes:  Writing  Year 3 pupils reaching ARE for pupil premium 0% compared to 8.33% non-pp  Year 4 pupils reaching ARE for pupil premium 10% compared to 13% non-pp  Year 5 pupils reaching ARE for pupil premium 16% compared to 37% non-pp  Year 6 pupils reaching ARE for pupil premium 30% compared to 78% non-pp  Outcomes:  Maths  Year 3 pupils reaching ARE for pupil premium 12% compared to 25% non-pp  Year 4 pupils reaching ARE for pupil premium 21% compared to 35% non-pp  Year 5 pupils reaching ARE for pupil premium 16% compared to 64% non-pp  Year 6 pupils reaching ARE for pupil premium 42% compared to 62% non-pp  Outcomes:  SLT have targeted support (learning and MHWB) based on data and a secure baseline is in place to ensure systems and strategies are in place to support identified pupils within any vulnerable year group. |

## 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*

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| Programme | Provider |
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