

Pupil premium strategy statement (2022-25)

This statement details our school's use of pupil premium funding across 3 years from September 22 to August 25 to help improve the attainment of our children who are eligible for pupil premium spending..

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	South Kirkby Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Thompson
Pupil premium lead	Adam Potter
Governor / Trustee lead	Kel Greenside

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,190
Recovery premium funding allocation this academic year	N/A
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	£140,190

Part A: Pupil premium strategy plan: Statement of intent

At South Kirkby Academy we will:

- Raise the attainment of all pupils
- Close the attainment gap between disadvantaged 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, trauma informed practice
- Ensure that Quality First teaching will be good or better – supported by an effective programme of CPD, monitoring and review
- Continue to target support and intervention so that it has a positive impact on pupil progress and attainment
- Continue to embed and further develop a rigorous plan for Nurture Intervention to support our most vulnerable pupils including new staffing.
- 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 disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of children have come from KS1 without a full understanding of SSP or fluency as readers and this is inhibiting their abilities to fully access the curriculum.
2	Attainment and progress are historically low for all groups of children due to historic weaknesses in teaching, assessment and the curriculum.
3	A wide range of SEND needs impact on the learning and progress of a large number of children within the academy.
4	Further work is needed to continue to improve behaviour for the small minority of children with SEMH needs as well as further promoting consistently high learning behaviours across the academy.
5	Attendance for specific groups and families does still, in some cases, impact on learning.
6	The wider curriculum offer, including extension and enrichment activities, requires more focus to ensure that all children are able to fully access and benefit from this.
7	Some areas of the curriculum had not been fully evaluated and developed. New subject leaders are now in post and receiving CPD to support improvements here.

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
The use of SSP will be embedded within school and this will improve the fluency of reading leading to an improved ability to access the curriculum.	<ul style="list-style-type: none"> • RWI phonics will be embedded within class teaching and interventions. • Fresh start materials will be in place for children in upper KS2. • Engagement and fidelity will be strong. • Monitoring and assessments will show improved reading fluency and improved ability to access the full curriculum offer.
Children will leave SKA with good levels of attainment and progress relative to their starting points.	<ul style="list-style-type: none"> • Outcomes will show consistent improvement year on year for all groups of children. • Progress measures will be in line with National expectations.
Improvements in the leadership and management of SEND will continue to become further embedded leading to consistent and effective practice.	<ul style="list-style-type: none"> • All children with identified SEND needs will receive strong and appropriately differentiated quality first teaching. • The range of intervention programmes offered will continue to meet the needs of all learners. • Newly established and strengthened relationships with external agencies will continue to develop, further strengthening the impact for children.
The new school ethos and positive behaviour expectations will be fully embedded with increased, focused support and intervention for children with SEMH needs.	<ul style="list-style-type: none"> • Behaviour will not disrupt learning. • The improved policies will be fully and effectively implemented by all staff. • The newly extended learning mentor team will show impact through the range of proactive interventions as well as their reactive work.
Rates of absence and persistent absence will decrease.	<ul style="list-style-type: none"> • The gap between school absence levels and National levels will begin to close. • The inclusion team will show impact with families and individuals.
A wider range of activities and experiences will be on offer to all children.	<ul style="list-style-type: none"> • The '50 things' enrichment curriculum will be fully in place. • Attendance at enrichment events and activities will be good and will include all groups.

<p>The curriculum will continue to improve and will show breadth, balance and clear progression of knowledge, skills and understanding.</p>	<ul style="list-style-type: none">• All subjects will have clear progressions in place including retention and retrieval of taught information.• Subject leads will know their subjects well and show impact on areas for development as the year progresses.
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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: £84,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be given to all staff to improve the quality first teaching offer. This will include:</p> <ul style="list-style-type: none"> • Positive behaviour expectations and how to maintain and achieve these. • Curriculum impact and subject specific elements. • Reading – including the embedding of RWI within class work. • Improving progress and attainment for all children. <p>CPD will be available for individuals and groups where monitoring shows that further support is required.</p> <p>Collaboration opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice in books from within our academy and across the academy trust will take place regularly.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p> <p>Additional teaching staff will be employed to ensure more targeted work is possible in year 6 throughout the year.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3, 7</p>
<p>CPD all support staff and targeted teaching staff will attend full 2 day RWI phonics training led by the reading lead. Development day support will be accessed. Pathways for all staff who teach phonics will be set up online and fidelity with these will be monitored.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3</p>

<p>Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p> <p>Communication will take place through staff meetings, parents' meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the reading lead.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p> <p>Additional resources to enable full success with the RWI programme will be purchased.</p>		
<p>CPD for and then led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p>Collaboration between subject leaders and class teachers and between teachers in phase groups to ensure that strengths are shared and good practice is built upon.</p> <p>Follow up support from subject leaders and from the trust school improvement team.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>7</p>

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

Budgeted cost: £ 30,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SENCO, reading lead and development day lead as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1</p>
<p>CPD for teaching staff to ensure that tutoring is deployed effectively and that class teachers retain ownership and accountability for this.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3</p>

Follow up support from SLT including regular communication.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for extended learning mentor team.</p> <p>Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met.</p> <p>Collaboration and communication with parents and external agencies to ensure that the correct support and services are accessed and deployed in a timely and effective manner.</p> <p>Collaboration with other schools who have shown progress and improvements in this area of work.</p>	MAT guides developed with the latest research including EEF research.	4
<p>CPD for attendance officer to ensure that her work maintains rigour and focus.</p> <p>Collaboration between attendance officer in school, trust EWO and SLT link to ensure that practices are maintained, impact is evaluated, actions are amended as needed and continuing improvements are made.</p>	MAT guides developed with the latest research including EEF research.	5
<p>Collaborate with parents to promote attendance at extra curricular clubs and take up of enrichment activities. This will also ensure they are fully informed of the financial support that school will offer for these.</p> <p>CPD for staff leading these where needed.</p>	MAT guides developed with the latest research including EEF research.	6

Total budgeted cost: £ 140,190

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 2021 to 2022 academic year.

Objective	Review
Embed and develop nurture provision within the academy.	<p>An improved and more consistent nurture offer was established with a wider range of focused interventions due to the impact of the newly appointed SENDCO.</p> <p>Next steps include extending the learning mentor team and strengthening the impact of the improved positive behaviour ethos across school.</p>
Improve classroom environments to ensure that they fully support learning	<p>There were significant improvements here. Classrooms are now bright, engaging and productive spaces which help to support learning.</p> <p>Further development is required with some individuals and to ensure that new staff understand and demonstrate these expectations. Next steps include the focus moving to teacher subject knowledge, expectations and learning behaviours as we continue to improve quality first teaching.</p>
Improve outcomes in reading, writing and maths.	<p>An improvement in reading outcomes has been seen but there is further work required in all areas.</p> <p>The plans for the improvement of quality first teaching alongside the development of RWI practice, the improvements in the curriculum and staff subject knowledge and the more focused use of tutoring and targeted intervention will ensure that further improvements are seen in outcomes and progress this year.</p>
Develop high expectations among staff and within children.	<p>Improvements have been seen here and these are now being further embedded and developed through improved policies and practice.</p> <p>This will continue to develop during this year.</p>
Increase levels of attendance.	<p>Improvements can be shown with some hard to reach families but, overall, this remains an area for continued focus and development.</p>