

# 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> )  <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>	£0
<b>Total budget for this academic year</b>  <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, our intention is that all children receive excellent teaching, learning and opportunity in our vibrant, inclusive, safe and nurturing school, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support all learners achieve good progress and high attainment across all areas of school life.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We ensure that all learners are challenged in their learning, that we act early to intervene and ensure that raising outcomes and having high expectations is a whole-school approach and whole-staff responsibility.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress are historically low for all groups of children.
2	Attendance for all groups impacts on learning.
3	Some children's limited experiences outside of school inhibits learning.
4	Some children start KS2 without secure phonics knowledge or the ability to read fluently which inhibits their access to the full curriculum.
5	Some children have social, emotional and mental health barriers which can impact behaviour and inhibits learning.

## 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 and progress will improve.	<ul style="list-style-type: none"><li>• Outcomes will show year-on-year improvement for all groups of children.</li><li>• The gap between school attainment and progress and the national picture will narrow.</li></ul>
Rates of attendance will improve.	<ul style="list-style-type: none"><li>• The gap between school absence levels and the national picture will narrow.</li></ul>

	<ul style="list-style-type: none"> <li>• Persistent absence will decrease.</li> <li>• Demonstrable impact will be evident with the overall picture and individual families.</li> </ul>
Children will have access to a wide range of experiences.	<ul style="list-style-type: none"> <li>• Enrichment activities will be well-attended by all groups.</li> <li>• All children will engage in initiatives such as the 'SKA 50 Things' as its design and implementation means many of the activities can be completed in school.</li> </ul>
Children will access the full curriculum.	<ul style="list-style-type: none"> <li>• RWI phonics will be embedded within class teaching and interventions.</li> <li>• 'Fresh Start' interventions will be in place for children in UKS2.</li> <li>• School will continue to invest heavily in early reading and fluency through high-quality CPD, staff-training and resources.</li> <li>• Engagement and fidelity will be strong.</li> <li>• Monitoring and assessment will show improved reading fluency across the setting and improved access to the full curriculum for all groups of children.</li> </ul>
Children will feel well-supported and behaviour will continue to improve.	<ul style="list-style-type: none"> <li>• Behaviour will rarely disrupt learning.</li> <li>• Learning mentor interventions will show positive impact.</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: £ 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	<a href="#">EEF Improving Literacy in KS2 – Recommendation 2 and 7</a> <i>Support pupils to develop fluent reading capabilities and use high-quality, structured interventions to help pupils who are struggling with their literacy.</i>  <a href="#">EEF Phonics Teaching Toolkit</a>	1, 4

	<p>+5 months impact for extremely strong evidence strength and low cost.</p> <p><a href="#">EEF Teaching Toolkit Accelerated Reader</a></p> <p>Low implementation cost, +3 months of impact.</p>	
Released Senior Leadership to coach and mentor teaching staff and leaders	<p><a href="#">EEF Effective Professional Development</a></p> <p>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	1, 2, 3, 4, 5
Released Senior Leadership to coach support staff	<p><a href="#">EEF Effective Professional Development</a></p> <p>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	1, 2, 3, 4, 5
Released Senior Leadership and associated cover for teaching staff to improve the school's SEND offer	<p><a href="#">EEF Special Educational Needs in Mainstream Schools</a></p> <p>All recommendations.</p>	1, 2, 3, 4, 5
EBE Assessment Essentials & Assessment Lead Programmes	<p><a href="#">EEF Feedback Teaching Toolkit</a></p> <p>+6 months impact for robust assessment and a strong evidence base.</p>	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	<p><a href="#">EEF Small Group Tuition</a></p> <p>Moderate cost for +4 months of impact with a strong evidence base.</p>	1
Additional teaching support across the	<p><a href="#">EEF Small Group Tuition</a></p>	1, 2, 4

setting for children working below the KS2 NC	<i>Moderate cost for +4 months of impact with a strong evidence base.</i>	
Read Write Inc. training for all staff	<a href="#">EEF Phonics Teaching Toolkit</a> <i>+5 months impact for extremely strong evidence strength and low cost.</i>	1, 4
Additional Learning Mentor appointment to support wellbeing interventions	<a href="#">EEF Social and Emotional Learning</a> <i>+4 months impact</i>  <a href="#">DFE Promoting and supporting mental health and wellbeing in schools</a>	3, 5
ELSA training for Learning Mentor	<a href="#">EEF Social and Emotional Learning</a> <i>+4 months impact</i>  <a href="#">DFE Promoting and supporting mental health and wellbeing in schools</a>	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)	<a href="#">DFE Working Together to Improve School Attendance</a>	1, 2
Attendance incentives	<a href="#">DFE Working Together to Improve School Attendance</a>	1, 2
EWO support	<a href="#">DFE Working Together to Improve School Attendance</a>	2
Squaring-up interventions for Upper KS2	<a href="#">EEF Social and Emotional Learning</a> <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

### Outcomes for disadvantaged pupils

Intended Outcome (2022-2023)	Review Summary
<p>The use of a SSP will be embedded within school and this will improve the fluency of reading leading to an improved ability to access the curriculum.</p>	<p>A Systematic Synthetic Phonics programme is now fully embedded across the academy. Children are assessed upon entry to the academy and grouped accordingly with appropriate provision implemented regardless of year group. This has resulted in more children being able to access more of the curriculum.</p>
<p>Children will leave SKA with good levels of attainment and progress relative to their starting points.</p>	<p>Attainment data is a slowly improving picture as the quality of education across the academy has improved. Provision in all areas was graded 'good' by Ofsted in April 2023 and data across school is now becoming reflective of the improvements in provision across the academy.</p>
<p>Improvements in the leadership and management of SEND will continue to become further embedded leading to consistent and effective practice.</p>	<p>All statutory procedures are now completed in a timely and effective manner. There is a high level of engagement from SEND families and high-quality professional links have been made with outside agencies to ensure support is relevant and accessed quickly. A cycle of review is now embedded in practice and high-quality intervention is delivered by trained staff in phonics and maths. As a result of this, children with SEND are now making better progress and their attendance is improving (2020-2021 82.4%, 2021-2022 85%, 2022-2023 87%).</p>
<p>The new school ethos and positive behaviour expectations will be fully embedded with increased, focussed support and intervention for children with SEMH needs.</p>	<p>The school's ethos and culture has fostered a safe and nurturing school. Investment in the pastoral team and SEND offer has resulted in improved attendance for all groups and an inclusive school environment.</p>
<p>Rates of absence and persistent absence will decrease.</p>	<p>Attendance at the academy is an improving picture. It is slowly improving, closing the gap between pre-Covid levels. Attendance for</p>

	<p>2022-2023 was 92% compared to 91% the year before. YTD for the first term in 2023-2024 shows a much-improved picture at 93.4%. Persistent absence decreased from 31% in 2021-2022 to 27% in 2022-2023. This is too high however a further improving picture in the 2023-2024 academic year shows persistent absence currently at 23%. An impactful, positive piece of work is ongoing around attendance. Attendance has improved as a result of the improvements in the academy's pastoral, curriculum and management offer.</p>
<p>A wider range of activities and experiences will be on offer to all children.</p>	<p>Children engage well with a variety of activities which enhance the curriculum. There is a comprehensive offer of after-school clubs which are well attended for all groups and offered for free. All children attend all trips and visits as these are heavily subsidised by school. Offers such as 'SKA 50 Things to do Before You're 11 <math>\frac{3}{4}</math>' are designed to ensure children can complete activities through the school's curriculum.</p>