

# 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 (2023-2024)	Review Summary										
<p>Attainment and progress will improve.</p>	<p>Attainment has improved for disadvantaged children when looking at the end of KS2 measures. While still well below the national average and non-disadvantaged performance data within school, there were huge increases in individual subject areas between 2023 and 2024. Out of the children who passed the end of KS2 SATs, the following percentages were disadvantaged:</p> <table border="1" data-bbox="560 831 1035 1055"> <tbody> <tr> <td data-bbox="560 831 655 943">2024</td> <td data-bbox="655 831 751 943">C: 28%</td> <td data-bbox="751 831 847 943">R: 44%</td> <td data-bbox="847 831 943 943">W: 56%</td> <td data-bbox="943 831 1035 943">M: 42%</td> </tr> <tr> <td data-bbox="560 943 655 1055">2023</td> <td data-bbox="655 943 751 1055">C: 26%</td> <td data-bbox="751 943 847 1055">R: 32%</td> <td data-bbox="847 943 943 1055">W: 32%</td> <td data-bbox="943 943 1035 1055">M: 26%</td> </tr> </tbody> </table>	2024	C: 28%	R: 44%	W: 56%	M: 42%	2023	C: 26%	R: 32%	W: 32%	M: 26%
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2023	C: 26%	R: 32%	W: 32%	M: 26%							
<p>Rates of attendance will improve.</p>	<p>Attendance for disadvantaged children has continued to positively increase over a three-year trend from 89% to 90% to 92% respectively since 2021. Investment in our attendance strategy, training and networking opportunities for our attendance lead and increased joined up working with SLT and the inclusion team has meant attendance rates continue to improve. Relationships with families have continued to improve, as has the education offer in the school and consequently, attendance has continued to improve for all context groups.</p>										
<p>Children will have access to a wide range of experiences.</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>Children will access the full 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>Children will feel well-supported and behaviour will continue to improve.</p>	<p>An investment in pastoral support has benefitted children classed as disadvantaged but all context groups. Poor behaviour in school is now rarely caused within school – it is usually external factors causing poor behaviour choices, which sometimes leads to internal exclusions and suspensions. These are identified swiftly by the inclusion team with a robust intervention programme and individualised provision and support in place for those who require it.</p>
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