



## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Kiveton Park Infant School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023-24 2024-25 2025-26
Date this statement was published	December 2023 Reviewed November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Idell (2023) Laura Carr (2024)
Pupil premium lead	Laura Carr
Governor / Trustee lead	Matthew Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-24 = £46,560 2024-25 = £42,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£42,920</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

#### **What do we want for our disadvantaged children?**

Our intention is that for all of our children at Kiveton Park Infant School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

Underpinned by our school values 'Be Safe, Be Kind, Believe' we want all of our children, including those from disadvantaged backgrounds, to be better prepared for adulthood through the development of independence, selfmotivation and ambition to make a difference to their own lives and society.

#### **To ensure the attendance of children in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of children and families.

#### **The key principles of our strategy plan**

#### **To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

High-quality teaching, excellent pastoral support and enriching experiences is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school improvement and curriculum plans.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help children thrive.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in lessons across our curriculum.
- identify need early and act to intervene at the point of identification.
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium children do not have the same language rich and varied experiences as non-pupil premium children, resulting in limited knowledge of the world and vocabulary acquisition and application.
2	Assessments, observations and outcomes show that our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children. Despite pupil premium children making comparable progress in their phonics this is not transferred to wider reading skills (fluency, comprehension, stamina)
3	Assessments, observations and outcomes show our pupil premium children as a group are not making as rapid progress in their writing as non-pupil premium children.
4	A high proportion of our pupil premium children have other additional barriers which may hinder expected progress (SEND, social care involvement, poverty, ACEs)
5	Children's emotional well-being, social and behavioural needs is affecting them being in a position to be able to make progress and be ready to learn. 48% of pupil premium children currently require additional support with SEMH needs when compared to only 9% on non-pupil premium children.
6	The attendance of our pupil premium children as a group is lower than that of their nondisadvantaged peers. The overall attendance for pupil premium children in 23-24 was %, compared to % for non-pupil premium children. Whilst the gap is relatively small it is important that this is closely monitored and does not widen. Absenteeism and lateness for some of our pupil premium children is negatively impacting upon their progress, attainment and wider school experiences

### 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
<p><b>Improved oral language skills and vocabulary among the pupil premium children.</b> Pupil premium children will make good or better progress in 'speaking'.</p>	<p>All children recognised as having a speech and language needs will have been tracked as a group. Within this group pupil premium children will have at least kept pace with the non-pupil premium children, demonstrating rapid progress. The gap between pupil premium children and non-pupil premium children will be reduced.</p>
<p><b>Improved attainment among the pupil premium children.</b> Pupil premium children will continue to make good or better progress in phonics and reading – this will help vocabulary acquisition and application.</p>	<p>Y1 pupil premium children will pass the phonics screening in line with nonpupil premium children. Y2 pupil premium children who did not pass the screen in will increase their score by the end of Y2. Pupil premium children will continue to develop a love of reading and will read for pleasure. They will have equal access to a broad range of reading materials. Through pupil voice, pupil premium children will share their love of reading and will talk about favourite books and authors. Through implementation of the KPI curriculum, reading materials will be carefully matched to the content. Pupil premium children will have wider exposure to a broader range of reading materials. Teaching of fluency and comprehension will be a priority.</p>

	<p>End of phase assessments will show gaps closing between pupil premium children and non-pupil premium children, both in attainment and progress. More staff will be trained to deliver the SoundsWrite phonics scheme.</p>
<p><b>Improved attainment among the pupil premium children.</b> Pupil premium children will make good or better progress in writing. They will be more skilled and confident in applying taught GPS to their work</p>	<p>A revised approach to writing will have been launched, implemented and evaluated for impact through work scrutiny, internal and external moderation. Writing for pleasure will form part of daily practice. 'Drawing Club' will have been embedded within the daily timetable.</p> <p>Pupil premium children will be developing a love of writing and writing for pleasure as they have an increased skillset and confidence. Through pupil voice, pupil premium children will share their love of writing.</p> <p>Through implementation of the KPI curriculum, links to writing will be carefully matched to the content. Pupil premium children will have greater opportunities to write across the broad curriculum.</p> <p>End of phase assessments will show gaps closing between pupil premium children and non-pupil premium children, both in attainment and progress.</p>
<p><b>Improved capital cultural among the pupil premium children.</b> For pupil premium children to enjoy the wide range of enrichment activities we have on offer and opportunity to actively gain Children's University credits.</p>	<p>A wide range of extra-curricular activities will be offered and accessed by our pupil premium children.</p> <p>Children's University experiences will be promoted and supported from within school. Subsidies and payment plans will continue to apply to pupil premium families for all enrichment opportunities that incur a cost.</p> <p>Access to enrichment activities will be closely monitored through the PP enrichment register.</p>
<p><b>To achieve and sustain improved emotional well-being among the pupil premium children.</b> For pupil premium children to have the strategies to self-regulate their emotions and behaviours.</p>	<p>Underpinned by the school vision, ethos and values and through consistent and effective implementation of the Zones of Regulation, teachers will deliver high quality lessons, direct priority on health well-being and mental health as part of the school's personal development strategic plan.</p> <p>Staff will be able to signpost and support children and families to strategies and agencies that can help.</p> <p>Pupil premium children will be able to manage and self-regulate their emotions and behaviours both independently and with support.</p> <p>Pupil premium children will engage with their learning and feel happy and safe.</p>
<p><b>To sustain improved attendance among the pupil premium children.</b> For attendance of our pupil premium children to be no lower than the attendance for non-pupil premium children. For attendance to be 'good' compared to national attendance (96%)</p>	<p>There will be quick identification of those families who require support to improve attendance and punctuality where it falls below 96%</p> <p>The Attendance Lead will proactively support families where attendance is falling below 96%.</p> <p>Through pupil voice, pupil premium children will want to come to school, they will feel safe and happy.</p>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13322.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all children, that stretches and challenges through a 'keep up' approach.</p> <ul style="list-style-type: none"> <li>• Implementation of KPI's Ofsted approved (April '23) wider curriculum; well-matched, broad, balanced and ambitious.</li> <li>• Staff CPD is ongoing to address all aspects of the school curriculum and wider needs of our children; adaptive teaching and learning, Makaton.</li> <li>• Refinement of KPI's ambitious curriculum is a high priority in the school improvement plan.</li> </ul>	<p>EEF- <a href="#">guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</a></p> <p>Ofsted Blog - <a href="#">Developing children's reading skills with phonics.</a></p> <p>EEF-<a href="#">Improving Literacy in KS1</a></p> <p>Sutton Trust – <a href="#">quality first teaching has direct impact on student outcomes.</a></p> <p>Cambridge University Press – <a href="#">How to Create a Positive Learning Environment</a></p> <p>EEF - <a href="#">Moving from differentiation to adaptive teaching</a></p> <p>EEF - <a href="#">Communication and Language Approaches</a></p>	<p>1, 2, 3, and 4</p>

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

Budgeted cost: £20,332.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To analyse summative and formative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p>	<p>EEF <a href="#">Toolkit guidance</a></p> <p>These interventions should be targeted at specific children using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p>	<p>2, 3 and 4</p>

Additional phonics support for our pupil premium children who are not working at the expected standard. This will be delivered in collaboration with our reading lead who is also an English Hub Literacy Specialist.	<a href="#">EEF - Phonics Teaching and Learning Toolkit</a> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2 and 3
Individual and small group focused work targeted at specific needs and knowledge gaps for children	EEF- <a href="#">Guide to Making the Best Use of Teaching Assistants</a>  EEF - <a href="#">Small group tuition Teaching and Learning Toolkit</a>  EEF- <a href="#">oral language interventions consistently show positive impact on learning.</a>  High quality targeted interventions. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.  EEF- <a href="#">social and emotional learning</a> Improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 3, 4 and 5

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

Budgeted cost: £9,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum and beyond enhanced through the school's commitment to Children's University	<a href="#">Children's University State of the Nation report</a> <a href="#">The benefits of Music Activity for disadvantaged children.</a>  Learning is contextualised in concrete experiences and language rich environments.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 4 and 5
To ensure there is equality of opportunity so pupil premium children can access clubs, schoolbased opportunities and wider curriculum experiences  <ul style="list-style-type: none"> <li>• Subsidised visits and clubs for PP children</li> <li>• Sports events promoted and accessible to pupil premium children</li> </ul>	EEF – <a href="#">sports participation increases educational engagement and attainment</a>  EEF – <a href="#">outdoor adventure learning shows positive benefits on academic learning and self -confidence</a>  <a href="#">The benefits of Music Activity for disadvantaged children.</a>	1, 4 and 5

<p>who are encouraged and supported to attend.</p>		
<p>To raise attendance of pupil premium children to be in line with national.</p> <ul style="list-style-type: none"> <li>• Early identification of families where attendance is falling below 96%.</li> <li>• Attendance lead to monitor attendance and build effective relationships with families.</li> <li>• Attendance lead to proactively support families where attendance is falling below 96% (Attendance panels, incentives, referrals to early help, following LA pathways).</li> </ul>	<p><a href="#">EEF – Parental engagement toolkit</a>  <a href="#">Working together to improve school attendance</a></p> <p>Data shows pupils with highest attendance make the most progress at KPI, due to increased opportunities for overlearning and access to a personalised curriculum</p>	<p>6</p>
<p>To ensure that all children, including those in receipt of pupil premium funding, have a targeted approach to support their emotional health and wellbeing</p> <ul style="list-style-type: none"> <li>• Family Support Worker and SEMH lead to work across the whole school to support need with pupil premium children, families and school staff.</li> <li>• Engagement and access to Fusion, Aspire and EP services will support SEMH needs for children.</li> </ul>	<p>EEF- <a href="#">Improving Social and Emotional Learning in Primary schools</a>  EEF- <a href="#">Improving Behaviour in Primary Schools</a>  EEF - <a href="#">Parental engagement toolkit</a></p> <p>Pupil/staff surveys from within school</p>	<p>4 and 5</p>

**Total budgeted cost: £42,920**

## 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 2023 to 2024 academic year.

#### Academic performance of our pupil premium children 2023-24

Data from the previous academic year's national assessments:

Pupil premium children: FS2 9 children (25%), Y1 14 children (27%) and Y2 12 children (29%)

At the end of FS2, 44% of pupil premium children achieved the ELG. (4 children)

At the end of Y1 phonics screen, 79% of pupil premium passed the screen. (11 children)

At the end of Y2:

	Reading	Writing	Maths	RWM
PP	75% (9/12)	58% (7/12)	67% (8/12)	58% (7/12)
Non PP	87% (26/30)	80% (24/30)	83% (25/30)	73% (22/30)

#### Attendance:

At the end of 2023-24 attendance for pupil premium children was 91.81% compared to 93.85% for the non-pupil premium, showing a gap remains. This will continue to be a focus in the 2024-25 plan.

#### Oracy:

Due to increasing numbers of children with speaking and listening difficulties, we are focusing on oracy; utilizing links with KPMJ and their Voice 21 work. We will also increase the time allocated for SALT identification, monitoring and intervention

#### Parental Support:

There is an increased need for parental support. Our family support worker continues to work with disadvantaged families to support with attendance, housing, mental health and other issues

### 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

Programme	Provider

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year:**

**The impact of that spending on service pupil premium eligible pupils:**