

# Kymbrook Primary Pupil Premium Strategy Statement 2023-24

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	Kymbrook Primary
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kathy Augustine
Pupil premium lead	Kathy Augustine
Governor / Trustee lead	Phil Wayles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,185 + £2,530 = £12,715
Recovery premium funding allocation this academic year	£ 1160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3660.72
<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>	£ 17,535.72

## Part A: Pupil premium strategy plan

### Statement of intent

We work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

With this Federation vision in mind, our aim is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Our intention is to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and those pupils who are not disadvantaged.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access all aspects of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to educational visits, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including topic related 'wow' days and a wide variety of non-curricular clubs.
- Provide weekly Forest Schools lessons to encourage excellence outside of the traditional learning context.
- Provide appropriate nurture support for pupils in their emotional and social development.

### Challenges

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

Challenge number	Detail of challenge
1	Early reading is impeded as (EYFS & KS1) due to pupils beginning their education, with language and listening skills below their developmental age and stage.
2	Phonics in EYFS/KS1 is poor compared to peers.
3	Gaps in attainment of reading, writing, maths & combined between disadvantaged and non-disadvantaged pupils
4	Pupils' vocabulary is limited due to a lack of exposure to the wider world/life experiences, this in turn impacts on their ability to comprehend and effects their literacy skills.
5	Typically higher levels of social, emotional, and mental health problems Pupils unable to self-regulate and manage emotions in an age appropriate way.

## 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
Language use and understanding is improved for vulnerable and disadvantaged groups.	<ul style="list-style-type: none"> <li>• Language groups/intervention in place where needed.</li> <li>• Staff are aware of the needs of all pupils and effectively target those in need.</li> <li>• Access to age appropriate high quality texts</li> </ul>
Firmly embedded use of the Bug Club phonics shows an increase in pupils passing the Phonics Screening Test in Y1 & Y2 re-takes.	<ul style="list-style-type: none"> <li>• Achieve outcomes in line with or above the national average.</li> <li>• All relevant staff use Bug Club on a daily basis to teach systematic phonics and early reading.</li> <li>• eBooks are matched closely to sounds being taught</li> <li>• Improvement in parental engagement</li> <li>• Three year increase in the Y1 pass rate with more pupils achieving above national expectations by the third year of implementation.</li> <li>• Access to additional high quality texts.</li> </ul>
Children have a wider range of vocabulary and understanding across the curriculum for all age ranges from EYFS –Y6	<ul style="list-style-type: none"> <li>• Language groups/intervention in place where needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• High expectations and aspirations for all, monitored through half termly Pupil Progress meetings.</li> <li>• Evidenced through our offer of clubs, visitors and visits.</li> <li>• Equal opportunities for all learning e.g. quality texts in lessons.</li> </ul>
Gaps in attainment of reading, writing, maths & combined between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• Achieve outcomes in-line with or above national averages at Key Stage Two.</li> <li>• Effective Pupil Progress system, where identified children are targeted with appropriate intervention that is closely monitored.</li> <li>• Utilise Elastik as tool to identify gaps.</li> </ul>
All children are emotionally aware and have strategies for enjoying good mental.	<ul style="list-style-type: none"> <li>• Positive attitudes towards learning displayed by pupils.</li> <li>• Children who understand how to engage in healthy relationships with peers and adults.</li> <li>• Access to Well-being &amp; Mental Health Specialist</li> </ul>
Attendance percentages will improve for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Gap between PP and non PP children for attendance will close.</li> <li>• Offer improved access to wrap around care (nil cost)</li> <li>• Head teacher Tea as attendance reward</li> <li>• Whole school focus on celebrating attendance.</li> <li>• Class and individual attendance rewards.</li> </ul>

## Teaching

Budgeted cost: £3645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Winning at writing	The project is in conjunction with Bedford Borough as a Local authority priority.	1, 3, 4
Reading Fluency - Reading Comprehension strategies BBC	The project is in conjunction with HfL and Bedford Borough as a Local authority priority.  Evidence to support reading comprehension strategies:	1, 2, 3, 4, 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Metacognition & self-regulation (Independent learning)	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	3, 4, 5
Bug Club Phonics EYFS/KS1/LKS2 staff	Evidence for phonics: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2
Ed Psych targeted CPD for all staff		4, 5
Staff training by SENCO (qualified in maximising support staff for pupil attainment)	Teaching assistants are involved in planning interventions that specifically targeted to the needs of all groups of learners. As per the EEF recommendations, small group interventions are based on pre-teaching and overlearning of the content covered in whole class lessons. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 4

## Targeted academic support

Budgeted cost: £ 6053

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 tutoring	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 3, 4
Reading Fluency - Reading Comprehension strategies BBC	Evidence to support reading comprehension strategies: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 3, 4

Language/vocabulary groups for all ages	Evidence to support oral language interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3, 4, 5
Mastery learning – Linked to Metacognition & self-regulation training (Independent learning)	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020) Evidence to support mastery: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	3, 4, 5
Y1-Y6 small group and 1:1 support from additional adult	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 4, 5

## Wider strategies

Budgeted cost: £ 7837.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bedford Blues Mentoring and Well-being coaching	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. Bedford Blues mentors have been working with our children for the past 4 years and have made a definite impact regarding well-being, particularly for the vulnerable and disadvantaged.  Mentoring evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 3, 5
Well-being sessions for	There has been much emphasis on the importance of mental health and well-being.	5

identified children from Well-Being Ambassador	<a href="https://mentallyhealthyschools.org.uk/getting-started/primary/">https://mentallyhealthyschools.org.uk/getting-started/primary/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<i>Robotics workshop - Coding &amp; STEM</i>	Broadens experience that may not otherwise happen. Provides opportunity to build, programme (code) and control robots with a professional run workshop. Children building on prior knowledge.	1, 4, 5
Musical instrument Tuition	Broadens experience that may not otherwise happen. Gives a sense of pride when performing to peers.	3, 4, 5
School residential and educational visits	Identified Pupils have limited opportunities outside school. Pupils gain confidence and life experiences that they otherwise would not have. Sutton Trust - Education Endowment Foundation (EEF) research states 'Evidence indicates that attending extracurricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'	3, 5
Access to sports and enrichment clubs	Sutton Trust - Education Endowment Foundation (EEF) research states 'Evidence indicates that attending extracurricular activities has a positive impact on attendance at school, behaviour and relationships with peers.' Staff run multiple free clubs for all pupils.	1, 3, 5
Enrichment Pod	An additional area for children to go to join in extra curricula/alternative activities. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3,4,5

**Total budgeted cost: £ £ 17,535.72**

## **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.

<p>1. Pupils entering the EYFS with language and listening skills below their developmental age and stage.</p> <p>Building on the Covid 19 recovery and combined with quality first teaching ensured gaps in learning were assessed and targeted. Children in the EYFS were arriving with poorer language and literacy skills, and this has had a noticeable impact on social skills. The EYFS lead worked across the Federation to address this. Weekly team meetings have improved working relationships and shared knowledge ensuring that all staff follow the same approach to support pupils in language</p>
<p>2. Phonics in EYFS/KS1 is poor compared to peers.</p> <p>The positive impact of two years with Bug Club and of the staff training and implementation from YR-Y2 has ensured there is a common approach to the teaching of phonics. The Bug Club ebooks are also being widely accessed by parents/carers at home and now are being positively supplemented with additional books in school.</p>
<p>3. Pupils' vocabulary is limited due to a lack of exposure to the wider world/life experiences, this in turn impacts on their ability to comprehend and effects their literacy skills.</p> <p>The two-tier vocabulary has been successful and the staff CPD implemented in place use it on a day to day basis. Observation continue to show that children are beginning to use more technical vocab in each area of the EYFS. On-going challenge.</p>
<p>4 .Insufficient progress in core subjects compared to peers. Pupils make good progress by the end of KS2 but fail to reach a greater depth standard.</p> <p>SATS results were best in the Borough for Combined, Greater Depth Reading and Great Depth Maths. 100% of Pupil Premium pupils were Greater Depth in Maths and reading, they met the EXS for SPAG and writing.</p>
<p>5. Typically higher levels of social, emotional, and mental health problems Pupils unable to self-regulate and manage emotions in an age appropriate way.</p> <p>The continued employment of a well-being ambassador has ensured that there is a process where teachers are able to refer children who need additional support with their mental health. Growing in positive impact on pupils wellbeing.</p>

### Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Elastik	Elastik



