



Pupil premium strategy statement

Kirkby Avenue Primary School



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	361
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025/2025-2026/2026-2027
Date this statement was published	6th January 2025
Date on which it will be reviewed	16 th December 2027
Statement authorised by	Carol Clifford
Pupil premium lead	Carol Clifford
Governor / Trustee lead	Emily Waddoups

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,140
Recovery premium funding allocation this academic year	£3987 50 (Recovery premium) £2643.75 (School-led tutoring)
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
Total budget for this academic year <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>	£169,771.25



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Part A: Pupil premium strategy plan

Statement of intent

At Kirkby Avenue Primary School, we have high aspirations and ambitions for our pupils and endeavour to enable all our pupils to reach their full potential. We strive to ensure higher rates of progress for all our children and through our pupil premium strategy, we remove barriers to learning to eliminate the achievement gap between PP and non-PP pupils.

Access to Quality First Provision is of paramount importance to improve outcomes for pupils. Therefore, we are committed to ensuring teaching is of the highest quality for all pupils. To address the needs of our pupils with additional needs, there is a huge focus on adaptive teaching.

Rigorous Pupil Progress meetings ensure close tracking of attainment and enable leaders and teachers to set aspirational targets for all pupils and provide extensive and bespoke interventions for all.

A high than average level of staffing enables us to sustain a comprehensive plan of interventions, delivered by very experienced teachers and non-teaching staff. An additional teacher, known to the school, provides high quality targeted support to Early Years pupils.

At Kirkby Avenue, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we ensure that any pupil requiring additional support is in receipt of the required support.

Sometimes, there are also aspects unique to individuals and these are taken into account when planning expenditure. They may not be detailed explicitly in our allocation overviews.

In addition to this, we aim to provide our children with access to a variety of exciting opportunities outside of their normal experience and a rich and varied curriculum.

Our ultimate goal is to remove barriers and change the life chances of the disadvantaged pupils in our school and we recognise that this is a shared responsibility and a continuous, changing journey. This can only be achieved in partnership with families and we strive to develop relationships still further and offer excellent 'Family Support' where necessary, seeking out vulnerable families and offering support to access external services in the locality, as well as school level support.



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Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school and poor retention skills.
2	Poor communication skills, limited speech for a variety of reasons, eg. poor parenting skills, pupils with English as an Additional Language.
3	Pupils and their family's social and emotional health needs, including medical and mental health issues.
4	Low attendance and persistent absenteeism.
5	Limited experiences beyond home life and immediate community.
6	Disadvantaged pupils make less progress and have poor retention skills.

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
Disadvantaged pupils achieve at least National average or make accelerated progress through school. Ensure 'fallen behind' children receive targeted high-quality interventions.	Data shows pupils achieve above expectations. Children benefit from high quality interventions and achieve at least ARE outcomes.
Close the educational gap between PP pupils and non-PP pupils, enabling all pupils to achieve their potential regardless of social background.	Increase % of pupils working at ARE In reading, writing and maths. Data shows disadvantaged pupils make accelerated progress.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (95%+) Attendance is closely monitored by Head teacher, Attendance Officer and named governor; strategies bring about an increase in PP pupils' attendance and a decrease in persistent absence.
The 'family' is supported around disadvantaged children where social,	Families of PP pupils engage with family support workers and other school staff who work to alleviate barriers to learning.



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emotional or health needs have been identified.	Families are referred to Early Help, Stronger Families, PAFPS where necessary to access the help needed. Pupils receive pastoral support in school where necessary.
Pupils have access to an ambitious curriculum and engaging, enriching experiences outside of their norm.	Revamped curriculum provides PP pupils with many enriching tasks. Opportunities outside of pupils' experience are provided, such as London residential, theatre visits, Bollywood dancer, gospel singers, Pride representative, Panto, school trips.

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: £43,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Maths teaching and curriculum planning – teachers and non-teaching staff trained in new approach to teaching of Maths – link to SY Maths Hub.	LA Maths Review Partnership with South Yorkshire Maths Hub. Fidelity to the school lesson sequence and Mastery approach. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-numeracy-and-literacy-in-key-stage-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	6
Staff CPD to further embed consistency of Mastery approach (SY Maths Hub)	Quality First Teaching – emphasis on fluency and a daily diet of reasoning and problem solving, supported by training on the 5 Big Ideas and the Ready to Progress document. The Sutton Trust's 2011 report identifies consistent QFT is the key factor for boosting the learning of disadvantaged pupils.	6
Enhancement of Reading teaching and curriculum planning – teachers and non-	LA Reading Review Partnership with English Hub Fidelity to the school lesson sequence and daily reading lessons.	2. 6



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teaching staff further trained in new approach to teaching reading comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Staff CPD action research to further develop knowledge of metacognitive strategies in learning.	EEF toolkit references developing action research that supports pupils' cognition/metacognition for high impact results – 6+ months progress.	
Review and embed the clear structure of the school science scheme.	Science Review Implemented and embedded strategies, clear and consistent requirements for assessment and monitoring of progress. Map progression across the curriculum and ensure enquiry based learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-science-ks1-ks2	1,2,6
Continue to provide whole school training on positive behaviour management and anti-bullying approaches to develop the school ethos and positive culture. Address/monitor the impact of social media.	Renewed approach based on Paul Dix Behaviour principles. Access support for E-Safety, eg. PCSOs. ALWAYS deal with problems arising outside school and communicate with parents. Use social events to address Internet Safety with parents, eg. leaflets, questionnaires and powerpoint information shown. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3,4
SENDCo spends additional time compiling referrals for disadvantaged pupils.	Build an ongoing, holistic understanding of your pupils and their needs. Ensure all pupils have access to high quality provision and teaching. Compliment high quality teaching with carefully selected small-group and one-to-one interventions. Train assistant to support with referrals etc https://educationendowmentfoundation.org.uk/public/files/Publications/Send	1,2,6
Subject Leaders spend time scrutinising their subjects and the quality of the curriculum provision.	Continue to strengthen the wider curriculum, ensuring the basic skills of English and Maths are threaded through the curriculum. MER activities to check quality of the curriculum – drop-ins, shared work/book scrutiny, pupil/parent and staff voice. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,5,6



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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head/English Lead works with Year 6 team to provide bespoke interventions in reading, writing and maths in small groups.	Targeted support based on rigorous Pupil Progress meetings and intervention planning for specific needs and knowledge gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,6
Funding for additional part-time teacher to support in Early Years.	Targeted support based on rigorous Pupil Progress meetings and intervention planning for specific needs and knowledge gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,6
Continued investment in RWI programme and biannual visits from consultant and additional staff for small groups.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
One-to-one bespoke support and interventions for targeted children (LAC/disadvantaged/disability/Early Years)	Early Intervention bespoke programmes supported low starting points, accelerated social and emotional progress, eg. play therapies, developing listening skills, turn taking etc: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
One-to-one bespoke support and interventions for targeted PP pupils with additional needs	Experienced TAs to support individual PP pupils with complex additional needs socially and emotionally - to facilitate access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3



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EMTAS support in school to accelerate acquisition and understanding of English	Learners with EAL have a dual task at school: to learn English (language) and to learn <i>through</i> English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. These relationships can be seen in the graphic. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL. The Bell Foundation	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Pastoral support staff – Pastoral Lead	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. Five core competencies at the heart of SEL include: Self-awareness; Self-regulation; Social awareness; Relationship skills; Responsible decision making’ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	3,4
Investment in Family support to remove barriers to learning, 2xFamily Support workers	‘Schools should be optimistic about the potential of working with parents: There is an established link between the home learning environment at all ages and children’s performance in school. Schools and parents have a shared priority to deliver the best outcomes for their children.’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3



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Investment in Attendance Officer to liaise with Head and Chair of Gobs to target low attendance and PA.	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4
Access to peripatetic music lessons for pupils in KS2, eg. class guitar tuition, new drumming tuition. Live performance opportunities – theatre etc	‘Science has shown that musical training can change brain structure and function for the better. It can also improve long-term memory and lead to better brain development for those who start at a young age.’ EEF Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Total budgeted cost: £180,371



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years

	% of cohort	GLD	National
All pupils (44)	100%	59%	68%
PP (8)	18%	50%	52%
Non-PP (36)	82%	61%	70%

The gap between PP and non-PP continues to be narrower than National this year at 11%. More pupils achieved GLD than last year, up 7%. Pupils start school significantly below expected outcomes and are often non-verbal. This is a school priority to improve language and oral skills. Pupil Premium pupils are significantly below in the Early Years but rigorous pupil progress planning and targeted bespoke interventions impact quickly on these pupils' progress.

Phonics

Y1	% of cohort	Wa	National
All pupils (41)	100%	71%	80%
PP (14)	34%	71%	69%
Non-PP (27)	66%	70%	84%

The gap between PP and non-PP has further closed this year due to RWI 1-1 daily interventions and other Early Intervention. There is only 1% difference. Continued fidelity to RWI (phonics scheme) supports progress of PP pupils (daily lessons in small groups according to achievement, 6 weekly assessments). Phonics results were 4% up on last year and predictions for next year are 80%+. There were 10 pupils with significant SEND in this cohort (24%) including two pupils with severe SEND who could not access the test. Without these pupils, the result would have been 74%. All PP Y2 retakes achieved the pass rate.



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KS1

Y2 Reading	% of cohort	EXP+	National
All pupils (45)	100%	87%	72%
PP (17)	38%	88%	58%
Non-PP (28)	62%	86%	76%

PP pupils outperformed non-PP, all groups outperformed National figures. RWI 1-1 daily interventions and continued fidelity to RWI (phonics scheme) supports progress of PP pupils (daily lessons in small groups according to achievement, 6 weekly assessments).

Y2 Writing	% of cohort	EXP+	National
All pupils (45)	100%	49%	63%
PP (17)	38%	35%	48%
Non-PP (28)	62%	57%	68%

Writing attainment remains similar to last year after a significant rise in 2022. The gap between PP and non-PP is similar to National. A comprehensive package of interventions and support from an additional teacher and experienced non-teaching support has impacted on the progress of PP pupils.

Y2 Maths	% of cohort	EXP+	National
All pupils (45)	100%	84%	71%
PP (17)	38%	76%	59%
Non-PP (28)	62%	89%	77%



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PP pupils have achieved 17% above National figures. A comprehensive package of interventions and support from an additional teacher and experienced non-teaching support has impacted on the progress of PP pupils.

KS2

Y6 Reading	% of cohort	EXP+	National
All pupils (50)	100%	58%	74%
PP (21)	42%	48%	63%
Non-PP (29)	58%	66%	79%

Eight of the PP children who did not achieve ARE were also SEND. Seven pupils achieved scores of 98/99, who were targeted to achieve ARE (previous 'mock' test – 70%), this would have been 72% ARE overall. In this cohort, there was significant SEND (44%), poor attendance (92%) and significant SEMH issues.

Y6 Writing	% of cohort	EXP+	National
All pupils (49)	100%	68%	72%
PP (21)	42%	57%	59%
Non-PP (29)	58%	76%	77%

Eleven of the PP pupils who did not achieve ARE were also SEND. PP pupils achieved close to National in writing. In this cohort, there was significant SEND (44%), poor attendance (92%) and significant SEMH issues.

Y6 Maths	% of cohort	EXP+	National
All pupils (49)	100%	66%	73%
PP (21)	42%	57%	59%



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Non-PP (29)	58%	72%	79%
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Three pupils achieved scores of 98/99, who were targeted to achieve ARE, this would have been 72% ARE overall (close to National). PP pupils achieved close to National in writing. In this cohort, there was significant SEND (44%), poor attendance (92%) and significant SEMH issues.

Y6 GPS	% of cohort	EXP+	National
All pupils (49)	100%	66%	72%
PP (21)	42%	52%	59%
Non-PP (29)	58%	76%	78%

Four pupils achieved scores of 98/99, who were targeted to achieve ARE, this would have been 74% ARE overall (above National). In this cohort, there was significant SEND (44%), poor attendance (92%) and significant SEMH issues.

Family Support

A Family support worker is funded using the Pupil Premium allocation to support the families of disadvantaged pupils plus additional Family Support hours from a further worker, both of which working closely together and collaboratively with the Head and Inclusion team (SENDCo/Pastoral Lead/Attendance Officer/HLTA).

The impact of this support can be seen in the removal of barriers to learning. However, the significant level of SEND, SEMH and low attendance, despite actions taken in this cohort, has hindered progress.

Pastoral Hub

A Pastoral Lead is employed to co-ordinate, support and deliver social and emotional interventions and therapies. Support staff are trained to deliver interventions and therapies in or out of the classroom, 1-1 or small group.



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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI	
White Rose Maths	
Evidence Me	
Striver	
Kapow	
Rising Stars	
Insight	
Tapestry	
SSS Safeguarding	

Service pupil premium funding (optional)

<i>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</i>
One pupil in F2 –
The impact of that spending on service pupil premium eligible pupils



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