

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Robert Le Kyng Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Susan Smith
Pupil premium lead	Dave Barnett
Governor / Trustee lead	Gary Millard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,900
Recovery premium funding allocation this academic year	£ 10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£135,195

# Part A: Pupil premium strategy plan

## Statement of intent

At Robert Le Kyng we have a sizeable population of disadvantaged children in receipt of the pupil premium grant and as a school we are firm believers in using additional funding wisely and effectively to better the life chances of our pupils.

Our pupil premium champion is passionate and hardworking. He understands the needs of our individual pupils and also the needs and challenges of our school community. We also have recently employed a Parental Support Advisor who can assist and support parents and families of pupil premium children.

The ultimate objectives for our Pupil Premium Strategy are:

- for disadvantaged pupils to make accelerated progress so attainment is in line with, or better than their peers;
- to give our disadvantaged pupils a wide range of first-hand experiences to enrich their cultural capital and support learning;
- to develop happy, secure young people with an enthusiasm for life-long learning.

Our strategy can largely be described as having two types of action: 'hard' and 'soft' actions. 'Hard' actions will largely target academic progress and attainment whilst 'soft' actions more widely target the self-esteem and social/emotional needs of our pupils.

At Robert Le Kyng we believe it is a fundamental fact that disadvantaged children benefit most when they receive high quality teaching, within their classroom, with the class teacher. Funding has therefore been allocated to ensure all staff, both teachers and teaching assistants, participate in CPD externally and within school to ensure class teaching is of the highest standard possible. Moreover, funding is used to release specialist teachers and subject leaders to monitor and teach alongside colleagues to further improve teaching practices. A significant proportion of funding is also used to allow our Pupil Premium Champion to release class teachers, allowing them to have regular one-to-one or small group sessions with pupil premium children. This regular, targeted support allows teachers to identify and address gaps in understanding, pre-teach key concepts and set regular targets.

A key barrier to many of our disadvantaged pupils is that they have not had the opportunities and first-hand experiences to sufficiently develop their cultural capital, which can negatively impact on their ability to access learning at school. At Robert Le Kyng we strive to provide tangible, exciting and relevant first-hand experiences that support our pupils' learning.

As well as academic progress and attainment, we recognise the social, emotional and pastoral needs of our disadvantaged pupils. Our Pupil Premium Champion, alongside class teachers and teaching assistants, works diligently to ensure that disadvantaged pupils are given the support and incentives to develop themselves personally as well as academically.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Parental engagement.</b> This could include activities such as regular home reading, spelling, times tables and other homework tasks. Over time lack of engagement can have a detrimental impact on academic achievement and enthusiasm for learning.
2	<b>Opportunities and first-hand experiences.</b> Many of our disadvantaged pupils have not had the opportunity or access to tangible, first-hand experiences that broaden their understanding of the world and positively impact their understanding in a range of school subjects.
3	<b>Vocabulary and language acquisition.</b> Due to factors including lack of parental engagement and access to first-hand experiences, many of our disadvantaged pupils' understanding of vocabulary and language acquisition is below that of their peers.
4	<b>Self-esteem and confidence.</b> Factors, including those mentioned above, can have a detrimental impact on our disadvantaged pupil's self-esteem and confidence. This, in turn, can lead to poorer academic and personal development outcomes.
5	<b>Social and emotional needs.</b> Some of our disadvantaged pupils, through a range of contributing factors, may have additional social and emotional needs that could negatively impact their behaviour for learning and subsequent academic achievement. The recent Covid-19 pandemic, and the associated changes to routine at school and home, has also been challenging for some of our disadvantaged pupils.

## 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
For disadvantaged pupils to make accelerated progress.	Disadvantaged children to have made 6 or more points progress in reading, writing and maths summer assessments.

For disadvantaged pupils' attainment at the end of KS2 to be in line with, or better than, their peers.	% of disadvantaged children working at the expected standard in reading, writing or maths to be in line with or better than their peers.
To provide disadvantaged pupils with a range of tangible and relevant first-hand experiences.	Pupil voice and subject monitoring by summer 2022 to indicate a rich range of experiences have been offered.
Disadvantaged pupils to develop a wider vocabulary and use this in their learning.	Assessment of individual targets. Rise in attainment in Summer 2021 reading papers
All disadvantaged pupils to have easy access to extra-curricular activities.	All pupils in receipt of PPG to have attended at least one after-school club or competed in one sports tournament.
All disadvantaged pupils to have equitable access to enrichment activities such as school trips.	All pupils in receipt of PPG to have trip costs paid for by the school.

## 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: £32,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality first teaching.</b> Disadvantaged children benefit most when they receive high-quality instruction from their class teacher. Class teachers will have a deep knowledge of the needs of their disadvantaged children and will regularly discuss their individual needs and next steps at pupil progress meetings. Class teachers will prioritise disadvantaged pupils with high-quality and detailed feedback through a range of strategies.	<b>EEF:</b> <b>Feedback + 8 months</b>	3, 4
<b>CPD</b> Class teachers will attend a range of CPD this year to improve subject knowledge and the provision of teaching and learning. Specific CPD this year will include training on vocabulary acquisition and reading comprehension, as well as the teaching of mastery in maths.	<b>EEF:</b> <b>Mastery Learning +5 months</b> <b>Reading comprehension strategies + 6 months</b>	3, 4
<b>PP Champion Termly meetings with Class teachers</b> PP champion will hold termly meetings with class teachers to discuss individual disadvantaged children's specific needs, check progress and set new targets.	<b>EEF</b> <b>One to one tuition + 5 months</b>	1, 2, 3, 4, 5

<b>Curriculum Focus on first-hand experiences</b> Subject leaders to focus on the planning and provision of first-hand experiences within their subjects and how these can enhance disadvantaged children's engagement and understanding of subjects.	<b>EEF</b> <b>Outdoor adventure learning + 4 months</b>	2
--	--	---

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

Budgeted cost: £ 96,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PP champion release</b> Pupil premium champion to release class teachers weekly for pupil premium interventions. Class teachers will identify gaps in disadvantaged pupil's understanding and deliver regular targeted, individualised support.	<b>EEF</b> <b>Feedback + 8 months</b> <b>Individualised instruction + 3 months</b> <b>Mastery learning + 5 months</b> <b>One to one tuition + 5 months</b> <b>Small group tuition + 4 months</b>	3, 4
<b>Targeted Phonics intervention</b> Disadvantaged children in Years 1 and 2 targeted with specific phonics sessions delivered by a qualified teacher.	<b>EEF</b> <b>Individualised instruction + 3 months</b> <b>One to one tuition + 5 months</b> <b>Phonics + 4 months</b>	3
<b>PP champion reading</b> PP champion to read daily with targeted disadvantaged children who do not engage fully with home reading.	<b>EEF</b> <b>Individualised instruction + 3 months</b> <b>One to one tuition + 5 months</b> <b>Phonics + 4 months</b> <b>Reading comprehension strategies + 6 months</b>	1, 3, 4
<b>PP champion Times Tables</b> PP champion to run a daily times table club for targeted children in receipt of PPG. Recent data shows PP progress in Maths is not in line with	<b>EEF</b> <b>Individualised instruction + 3 months</b> <b>One to one tuition + 5 months</b>	1

non-PP and this is mainly due to challenges around recalling key number facts fluently.		
<b>Year 6 ‘Buddy’ readers</b> Year 6 pupils who have been identified as good role models read daily with targeted disadvantaged children.	<b>EEF</b> <b>Peer tutoring + 5 months</b> <b>Mentoring + 0 months</b> <b>Reading comprehension strategies + 6 months</b>	1, 3, 4

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PSA</b> Parent support advisor to reach out and support families of PP children who may not be fully engaging with school e.g. attendance, homework, extracurricular opportunities.	<b>EEF</b> <b>Parental engagement +3 months</b>	1, 2
<b>ELSA</b> Disadvantaged children will be prioritised for referral to our in-house ELSA provision.	<b>EEF</b> <b>Social and emotional learning + 4 months</b>	4, 5
<b>Sports Clubs</b> PP champion will run a weekly sports club each term for disadvantaged pupils. Disadvantaged children will also be targeted to join other sports and extra-curricular clubs. Membership used as an incentive to improve engagement in reading, behaviour, attendance and punctuality.	<b>EEF</b> <b>Sports participation + 2 months</b> <b>Social and emotional learning + 4 months</b>	1, 2, 4, 5
<b>Funding opportunities and first-hand experiences</b> Disadvantaged pupils will have all trips paid for by the school. Funding is also available that will	<b>Outdoor adventure learning + 4 months</b> <b>Parental engagement + 3 months</b> <b>Sports participation +2 months</b> <b>Arts participation + 2 months</b>	1, 2

enrich disadvantaged pupil's educational experience and enable them to access a wider range of opportunities. For example the school will pay for breakfast club, necessary sports equipment to join a club, leavers' hoodies etc.		
<b>Parent invites to 'Smiley Cats' craft club</b> Parents of PP children will have invites extended to them to take part in the 'Smiley Cats' craft club. This programme looks to strengthen parental engagement with the school and with their children's learning.	<b>EEF</b> <b>Parental engagement + 3 months</b>	1

**Total budgeted cost: £ 135,195**



## 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.

The longer-term effects of the COVID-19 pandemic and associated lockdowns were still being felt by some of our disadvantaged families during this academic year. Pupils in receipt of PPG that needed additional pastoral support were identified, referred to support programmes such as ELSA.

Our summer 2022 data showed:

In reading, writing and Maths, the proportion of children in receipt of PPG who were at the expected standard was largely in line or higher than their peers. However, attainment in reading and writing of PPG children in Year 2 was significantly below their peers, and this has been identified as a targeted area for 2022-2023.

Our KS2 data showed that PPG children made the same positive progress in writing than their peers and made better progress in reading than their non-PPG peers. In Maths, however, PPG children made -1.0 progress compared to +1.5 for their non PPG peers and this has informed our pupil premium strategy going forward into the new academic year.

Our focus in the previous year on PPG children and families' engagement with school and wider-school life has largely been successful. Our PSA advisor has successfully improved attendance for several of our PPG children as well as building stronger relationships with families. All pupils in receipt of PPG have had the cost of trips paid for to ensure equitable access to educational enrichment activities, and our PP champion has diligently ensured that all KS2 PPG children have had the opportunity to attend at least one after school club and represent the school in a tournament.

