

Pupil premium strategy statement –

Considering best practice advice for Education Endowment Foundation and DfE, Kincaig Primary School now publishes a longer term Pupil Premium Statutory Statement which will be reviewed each November for the next 3 years. The annual review will consider impact and any concerns arising will be addressed. The impact of socio-economic issues and addition the COVID 19 Pandemic will need to be addressed in the longer term.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Kincaig Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr Steve Smith
Pupil premium lead	Mrs Karen Appleby
Governor Lead	Mrs Claire Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,945
Recovery premium funding allocation this academic year	£12,615 (approx.)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131, 560

Part A: Pupil premium strategy plan

Statement of intent

EEF Research:

Teaching:

Spending on improving teaching might include professional Development, training and support for Early Careers Teaching and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, are the key ingredients to our successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support:

Evidence consistently shows the positive impact targeted academic support can have, including those pupils that are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom teaching assistants can provide targeted academic support, including how to link structured one to one or small work group intervention to classroom teaching, is likely to be a key component of our effective Pupil Premium Strategy.

Wider approaches:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. It is likely that the specific features of the community that we serve will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	The higher proportion of PP in one specific Year group
2	Pupil Roll and the differentiation in class sizes; resulting in mixed age classes.
3	Loss of classroom experience during COVID 19
4	Lack of home support for Remote Learning including hardware
5	Targeted availability for individual and small group teaching
6	Non- academic barriers e.g. attendance, pupil and adult emotional and mental health, financial constraints.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, (2024)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High quality teaching in all year groups is a universal offer for all pupils.	OFSTED good rating Statutory outcomes are for the PP children in line with national all other pupils Allow for single form classes; avoiding mixed year groups.
Targeted academic support for all identified individuals	Individuals identified at a very early stage and the appropriate teachers and TA's are allocated and the focus of the teaching time has ensured that these children have learned and achieved the intended goal
Ensure non-academic barriers e.g. Attendance, behaviour, social and emotional are identified quickly and financial constraints do not prevent children participating.	Individual children and families are identified quickly and a plan drawn for support. Attendance % is higher. Behaviour incidents are very low and emotional support for individuals and families are recognised as making a difference.

Activity in this academic year 2021 -2022

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: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional full-time teacher to support the children in being taught in single year groups rather than mixed.</i>	A full time teacher has been employed to ensure all classes can remain single form as some classes are smaller in size and would result in mixed form entry.	1,2
<i>Additional full time TA to support the single classes rather than mixed year groups.</i>	A full time teaching assistant to support the delivery of the single form classes.	1,2
<i>Introduction of new spelling programme, resources and CPD to support gaps in learning as a result of COVID-19</i>	To narrow the gap in spelling attainment as a result of COVID 19, a new programme and staff training/CPD has been purchased to support the delivery of spelling.	1,3,5
<i>Licences and subscriptions to support on- line learning</i>	These enhance class and home learning.	4
<i>Additional hardware and accessories to support families with remote learning.</i>	To support the delivery of the curriculum for those children who are remote learning or need additional support.	3, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1 x 0.4 Teacher to carry out structured interventions with KS2 children.</i>	An experienced teacher to work with children in KS2 offering individual and small group intervention. This is in addition to the Tutoring support.	3,5

<i>2 x 0.5 Teaching assistants to carry out structured interventions.</i>	2 part time teaching assistants to support with small group interventions across school and raise attainment, narrowing the gap.	3,5
<i>0.5 additional SEN time for children on PP</i>	An additional 0.5 allocation of time to SENDCo to support children with additional needs as well as SEN children in receipt of PP.	3,5

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

Budgeted cost: £ 19,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a Pupil Welfare Officer EWO</i>	Impacts positively on pupil attendance.	3,6
<i>Family Support Worker allocation of time</i>	Key member of staff for Children in Need, Families in Need, Social Service Involvement, Early Help strategy deployed	3,6
<i>Subsidise transport costs, and outings to ensure all children can participate.</i>	To support parents and families in enabling children to participate in extra-curricular activities and reduce costs.	3,6
<i>Purchase of for e.g., uniforms, clothes, PE kits</i>	Ensures all pupils are equally equipped	3,6

Total budgeted cost: £131,560

Part B: Review of outcomes in the previous academic

Please refer to the Pupil Premium document on the school website labelled 20/21, which outlines the impact of the pupil premium funding.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional pastoral support with the Learning mentor
What was the impact of that spending on service pupil premium eligible pupils?	Service children were allocated 1:1 time with the pastoral manager.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.