

Pupil premium strategy statement – Kinsale Junior 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	222
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rosalind Robinson Headteacher
Pupil premium lead	Angela Neal Deputy
Governor / Trustee lead	Gavin Dent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£62,565.00

Part A: Pupil premium strategy plan

Statement of intent

At Kinsale Junior School, our intention is that every child, 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 pupils to achieve that goal, including progress for those who are already high attaining pupils.

We will consider the individual challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support the needs of other pupils, regardless of whether they are disadvantaged or not.

Our key principle for achieving these objectives will be high-quality teaching in the first instance, with a key focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, this will benefit the non-disadvantaged pupils in our school: sustaining their attainment and improving their progress alongside their disadvantaged peers.

Our approach will be responsive to common and emerging challenges, and individual needs, which have been identified through formative and summative assessment, not rooted in assumptions about the impact of disadvantage. The approaches we have implemented complement each other to help pupils excel.

To ensure we are effective, we will:

- Set challenging work for all pupils
- Act early to intervene at the point need is identified
- Regularly review the needs of disadvantaged pupils

All staff will take responsibility for disadvantaged pupils' 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	Attendance data shows that persistent absence among Pupil Premium children is greater than all other pupils, across all year groups.

2	Assessment at the beginning of Year 6 show that Year 6 children have lower than expected attainment at the expected standard in maths.
3	Assessment at the beginning of Year 6 show that Year 6 children have lower than expected attainment in reading, writing, maths combined. Pupil Premium children in Year 6 are not in line with other pupils in reading, writing and maths combined.
4	Initial baseline assessments show that all children in Year 3 have lower than expected attainment in maths. Pupil Premium children in Year 3 are not in line with other pupils in maths.
5	Initial baseline assessments show that PP children in Year 3 have lower than expected attainment in reading.

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
Pupil Premium children have improved attendance and the rate of persistent absence reduces.	All Pupil Premium children will reach 96% attendance for the year in order to reduce persistent absence.
The number of pupils in Year 6 who achieve the expected standard or above in maths will improve.	The percentage of pupils achieving the expected standard or above in maths in Year 6 increases at each assessment point throughout the year, to be in line with national expectations.
The number of pupils in Year 6 who achieve the expected standard or above in reading, writing and maths combined improve.	The percentage of pupils achieving the expected standard in reading, writing and maths combined in Year 6 increases at each assessment point throughout the year, to be in line with national expectations.
The number of pupils in years 3 who achieve the expected standard or above in maths will improve.	The percentage of pupils achieving the expected standard in reading increases at each assessment point throughout the year.
The number of pupils in years 3 who achieve the expected standard or above in reading will improve.	The percentage of pupils achieving the expected standard in reading increases at each assessment point throughout the year. Data from Accelerated Reader shows an improvement (or accelerated improvement) in reading age and ZBD range by the end of the year.

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: £660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with the Maths Hub to support all pupils with the mastery approach to maths. £660	<i>EEF: Mastery learning is a cost effective approach but is challenging to implement effectively. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</i>	2, 3 & 6

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention using trained teaching assistants to meet the specific needs of dysregulated pupils who struggle with the classroom environment. £12,500	Previous experience shows that intervention either early on or before a child becomes dysregulated can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education. <i>EEF: Both targeted interventions and universal approaches have positive overall effects. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</i>	2, 3, 4 & 5
Targeted intervention within maths lessons, using trained teaching assistants, in order that pupils in Year 3 achieve	Previous experience shows that targeted intervention within a lesson is highly effective. Pupils receive quality first teaching whilst also getting individualised support to improve outcomes.	4

<p>the expected standard in maths</p> <p>£12,500</p>	<p><i>EEF: Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. It is important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher.</i></p>	
<p>Targeted support from the deputy head in order that pupils on the cusp of achieving the expected standard in reading and writing, in Year 6.</p> <p>£11,000</p>	<p>Previous experience shows that small group teaching can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education.</p> <p><i>EEF: Small group tuition has an average impact of four months' additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support families of disadvantaged pupils with the cost of trips including residential trips</p> <p>£1,000</p>	<p><i>EEF: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i></p>	All
<p>Support for families to focus on the well-being of children (uniform, music lessons, etc.)</p> <p>£1,000</p>	<p><i>EEF: The average impact of successful social and emotional intervention is an additional 4 months progress over the course of the year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools.</i></p>	All
<p>Provision of a full time Pastoral/Parental Support Manager and a part-time</p>	<p><i>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment.</i></p>	All

Pastoral Support/DSLfor all families. <i>£23,000</i>		
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Total budgeted cost: £61,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Whilst there have been improvements made in attainment since the 2021/22 data, our analysis suggests that the reason for this is primarily the continued ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

As a whole cohort, attainment at the end of Key Stage 2 showed improvement in reading, maths and RWM combined from the 2021/22 data. The largest gain made was in maths. This was due to the impact of consistent teaching across all year groups using Power Maths, engagement with Angles Maths Hub and a consistent approach in the teaching of arithmetic.

We are at present on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Absence among disadvantaged pupils was 2.7% higher than their peers in 2022/23 and persistent absence 13.7% higher. Although this is an improvement on the 2021/22 data, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
None	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils