

# Pupil premium strategy statement

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   | Kilmorrie Primary School |
| Number of pupils in school  | 627 (inc. 33 nursery)    |
| Proportion (%) of pupil premium eligible pupils                         | 14.5%                    |
| Academic year/years that our current pupil premium strategy plan covers | 3 years                  |
| Date this statement was published                                       | Autumn 2024              |
| Date on which it will be reviewed                                       | Autumn Term 2025         |
| Statement authorised by   | Dennis Irwin             |
| Pupil premium lead  | Dennis Irwin (Inclusion) |
| Governor / Trustee lead   | Karlene Pitter           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £137,090 |
| Recovery premium funding allocation this academic year  |          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  |          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £137,090 |

# Part A: Pupil premium strategy plan

## Statement of intent

Kilmore Primary School aims to ensure all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care.

We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone.

Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria; and is our stated aim to ensure that a child's chances of success are not related to his or her socio-economic background, gender or ethnicity

The school seeks to ensure effective use of its Pupil Premium funding narrows the attainment gap for our most disadvantaged and vulnerable pupils. This may at times include children who are not entitled to Pupil Premium, such as children from families with no recourse to public funds or sit just below the threshold. We recognise that barriers to achievement take a variety of forms and look for ways to support each child to achieve their very best.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

All levels of leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. Pupil premium outcomes compared to other pupils in school are regularly evaluated to ensure the correct strategies and provision are in place and adapted accordingly. We want our pupil premium students to achieve well through a bespoke package of support.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Limited experiences outside school affects children's vocabulary and wider understanding of abstract concepts have impacted on children's progress and attainment across the curriculum, particularly writing.  |
| 2                | A lack of self-confidence and self-belief have affected resilience and aspiration and heightened anxiety.   |
| 3                | Attendance rates for pupils eligible for PP are lower than children who are not eligible for PP. In addition, there is a significant difference in persistent absence between children eligible for PP and those who are not. This reduces their school hours and causes them to fall behind on average. They are also missing out on school meals. |
| 4                | Some parents find it difficult to support their children in their learning.   |

## 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  |
|---|---|
| Children can explain their thinking across the curriculum and develop self-assessment skills to move their learning forward. The range of vocabulary used is increased. | <ul style="list-style-type: none"> <li>○ Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>○ The difference in attainment between disadvantaged and non-disadvantaged children achieving the expected standard for their age is less than 10% in reading and maths.</li> <li>○ A minimum of 60% of disadvantaged children achieve age related expectations for writing.</li> <li>○ The percentage of disadvantaged pupils achieving the greater depth standard is in line with or higher than National.</li> </ul> |
| Greater resilience will be shown by pupils, this will be noted by staff that work with them, impacting on their self-esteem, aspirations and achievement.               | <p>All disadvantaged children (with no identified SEN) make expected and identified disadvantaged children make more than expected progress.</p> <p>Disadvantaged children show more engagement in school life and actively participate – this is seen both in the triangulated sources of evidence and in attendance to the wider school life: enrichment activities</p> <p>Children demonstrate reduced anxiety across the school.</p>  |
| Increased attendance for Pupil Premium children.  | Attendance gap closing between PP and Non-PP to below 1%. Persistent absence gap closed to below 10%.   |
| Increased parental engagement, particularly around home learning.   | Pupils are accessing and engaging in home learning – as evidenced through on-line platforms. Parents attendance at extracurricular events increased and evidence shows an increased understanding of how to support their children at home.   |

## Activity in this academic year and

This details how we intend to spend our pupil premium (recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Developing and broadening the capacity for the school to ensure that oracy becomes embedded across the curriculum                   | <p>EEF states that Continuing Professional Development (CPD) is key to raising the quality of teaching and teacher knowledge.</p> <p>Empowering effective leadership within the subjects (oracy, English and maths) will lead to improvement within the classroom and become a driver for wider school improvement</p>   | 1,2                           |
| Use of resources and scaffolds to support vocabulary development  |  | 1,2                           |
| Increase service level agreements with SEN agencies to target PP children and to support CPD  |  | 1,2,4                         |
| Focused support for EAL pupils.   |  | 1,2,4                         |
| Staff CPD on:<br>Metacognition, Behaviour as communication, Identity, Diversity and well-being (supporting children with anxieties) | <p>Recent research commissioned by Lewisham Learning concluded that Black students, particularly Black Caribbean students, were underachieving. It found that primary school children between ages 7 to 11 and secondary school pupils aged 14 to 16 had fallen behind the most.</p> <p>Analysis of PP cohort indicate that BAME children are over-represented within the cohort.</p> <p>EEF states that Continuing Professional Development (CPD) is key to raising the quality of teaching and teacher knowledge</p> | 1,2,4                         |
| A focus on diversity in the school. Pupil Parliament, Diversity Working Group, Curriculum review, all used to develop provision.    |  | 1,2,4                         |
|   |  | 1,2,4                         |

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

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Talk for writing</p> <p>1:1 reading</p> <p>Small group interventions for reading fluency, vocabulary development and comprehension</p> <p>Small group work with SEN T and L Assistant</p> <p>Speech and language support</p>   | <p>Educational Endowment Funding states that support is often based on a clearly specified approach with teaching assistants who have been trained to deliver interventions.</p>   | <p>1,2</p>                    |
| <p>1 to 1 and small group work with pastoral care manager / Learning and Behaviour Mentor to reflect on learning, difficulties and choices to improve engagement, attainment and progress of pupils with barriers to learning</p> | <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. <i>The EEF Toolkit</i></p> | <p>1,2,3,4</p>                |

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

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted enrichment, including:</p> <p>Subsidised or free instrument lessons</p> <p>Heavily subsidised or free enrichment clubs</p> <p>Subsidised or free trips, including school journey for Y4 and Y6</p> <p>Targeted booster clubs</p>  | <p>Enrichment: Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (eg, improving maths by playing chess); develop children's character (eg, their motivation or resilience); or pursue wider goals because these are held to be important. At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interest in.</p> <p>The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. The study, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not. The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.</p> | 1,2,3                         |
| <p>Close monitoring of weekly attendance by school-based Attendance &amp; Welfare Officer (AWO)</p> <p>Daily well-being calls for any unexplained absence</p> <p>Highlighting of the importance of good attendance and the impact of even short amounts of time out of school to the wider school community.</p> <p>Support form LA AWO</p> | <p>The most recent MIME shows that Overall Absence in 2022-23 (Autumn and Spring) was 4.8%. Disadvantaged overall absence was 6.9%.</p> <p>Picking up absence early is key to families accessing support and to school identifying where the needs lay.</p> <p>Use of LA to work with hard-to-reach families.</p> <p>Providing positive and supportive space within school will remove barriers for target families in engaging with the school. Engaging parents and wider community about benefits of good attendance will foster a more positive reaction than a punitive approach.</p>   | 1,2,3,4                       |

|  |   |                |
|--|---|----------------|
| <p>Parent workshops on specific areas of the curriculum – including dyslexia, dyscalculia workshop</p> <p>Online programmes that can be accessed at home /school</p> <p>Resources and approaches adapted to support parents</p> <p>School community events</p> | <p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. Aston, H. and Grayson, H. (2013). Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. Slough and Oxford: NFER and Oxford University Press</p> | <p>1,2,3,4</p> |
|--|---|----------------|

## 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 2023 to 2024 academic year.

| Assessment                             | Dis-advantaged         | Non-disadvantaged       |
|--|------------------------|-------------------------|
| EYFS - GLD                             | 0% (2)                 | 74% (84 children)       |
| Year 1 Phonics                         | 57% (7)                | 76% (78)                |
| Achieving phonics by the end of year 2 | 100% (9)               | 93% (76)                |
| Year 2 Reading                         | 67% (9)                | 82% (74)                |
| Year 2 Writing                         | 44% (9)                | 77% (74)                |
| Year 2 Maths                           | 56% (9)                | 80% (74)                |
| Year 4 MTC                             | 17% (achieving 25) (2) | 36% (achieving 25) (25) |
| Year 6 Reading                         | 46% (13)               | 91% (69)                |
| Year 6 Writing                         | 38% (13)               | 84% (69)                |
| Year 6 Maths                           | 23% (13)               | 84% (69)                |

Whilst the numbers of pupil premium children are relatively low (13.2%), the results for disadvantaged children are significantly below non-disadvantaged. In EYFS, there were only 2 children eligible for were disadvantaged. In Year 1 the gap between disadvantaged and non-disadvantaged widened in 2023-24. In year 2 phonics 100% of disadvantaged pupils passed the PSXC. In key stage 1, the gap between disadvantaged and non-disadvantaged was smaller in reading than in math and writing. There was a 33% gap in writing.

In Key Stage 2 the gap between disadvantaged and non-disadvantaged stayed consistent with the previous year but outcomes were lower. There was 33% gap in writing as compared Reading (22%) and Maths (30%). In RWM combined there was 37% gap. This theme was reflected across the wider school.

Overall absence for disadvantaged children was 7.1% compared to 6.9% last year. For persistent absentees the figure 27.1% (21.8% 2023) compared with 10.2% non-disadvantaged.

#### Actions Taken in 2023-24:

- Focused interventions were put in place following the assessments
- Data from the continuing assessment is frequently reviewed to inform subsequent intervention strategy
- TA training to deliver interventions including SALT interventions.
- Renewed focus on PP children in summer term.
- A range of workshops have taken place



- Systems for recording PP participation in music and clubs has been assessed and changes made.

## 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          |
|--------------------------------------|-------------------|
| Lewisham SpLD, 2 x PDMS              | Lewisham          |
| Using Bandlab/ Various art twilights | Lewisham Arts Hub |
| Lewisham Outreach Services           | Lewisham          |
| Lewisham SpLD                        | Lewisham          |
| Lewisham EP                          | Lewisham          |
| Microsoft Teams                      | Microsoft         |
| Clicker 8                            | Crick Software    |
| Active Maths                         | Teach Active      |
| Times Table Rockstars                | TTRockstars       |
| Bug Club Books                       | Active Learn      |
|                                      |                   |