

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	Robert Le Kyng Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	56/414 (13.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£ 108,558
Recovery premium funding allocation this academic year	£0
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	£108,558

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 the needs and challenges of our school community. We also employ a Parental Support Advisor (PSA) 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 and progress 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 their 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 personal skills and the 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 the PSA, 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	Parental engagement. 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	Opportunities and first-hand experiences. 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	Vocabulary and language acquisition. 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	Self-esteem and confidence. 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	Social and emotional needs. 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.

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 2024 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 2024 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching.</p> <p>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.</p>	<p>EEF:</p> <p>Feedback + 8 months</p>	<p>3, 4</p>
<p>CPD</p> <p>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.</p>	<p>EEF:</p> <p>Mastery Learning +5 months</p> <p>Reading comprehension strategies + 6 months</p>	<p>3, 4</p>
<p>PP Champion Termly meetings with Class teachers</p> <p>PP champion will hold termly meetings with class teachers to discuss individual disadvantaged children's specific needs, check progress and set new targets.</p>	<p>EEF</p> <p>One to one tuition + 5 months</p>	<p>1, 2, 3, 4, 5</p>

<p>Curriculum Focus on first-hand experiences 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.</p>	<p>EEF Outdoor adventure learning + 4 months</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 68,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP champion release 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.</p>	<p>EEF Feedback + 8 months Individualised instruction + 3 months Mastery learning + 5 months One to one tuition + 5 months Small group tuition + 4 months</p>	<p>3, 4</p>
<p>Targeted Phonics intervention Disadvantaged children in Years 1 and 2 targeted with specific phonics sessions delivered by a qualified teacher.</p>	<p>EEF Individualised instruction + 3 months One to one tuition + 5 months Phonics + 4 months</p>	<p>3</p>
<p>PP champion reading PP champion to read daily with targeted disadvantaged children who do not engage fully with home reading.</p>	<p>EEF Individualised instruction + 3 months One to one tuition + 5 months Phonics + 4 months Reading comprehension strategies + 6 months</p>	<p>1, 3, 4</p>
<p>Year 6 'Buddy' readers Year 6 pupils who have been identified as good role models read daily with targeted disadvantaged children.</p>	<p>EEF Peer tutoring + 5 months Mentoring + 0 months Reading comprehension strategies + 6 months</p>	<p>1, 3, 4</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSA Parent support advisor to reach out and support families of PP children who may not be fully engaging with school e.g. attendance, homework, extra-curricular opportunities.</p>	<p>EEF Parental engagement +3 months</p>	<p>1, 2</p>
<p>ELSA Disadvantaged children will be prioritised for referral to our in-house ELSA provision.</p>	<p>EEF Social and emotional learning + 4 months</p>	<p>4, 5</p>
<p>Sports Clubs 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.</p>	<p>EEF Sports participation + 2 months Social and emotional learning + 4 months</p>	<p>1, 2, 4, 5</p>
<p>Funding opportunities and first-hand experiences Disadvantaged pupils will have all trips paid for by the school. Funding is also available that will 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.</p>	<p>Outdoor adventure learning + 4 months Parental engagement + 3 months Sports participation +2 months Arts participation + 2 months</p>	<p>1, 2</p>

Total budgeted cost: £ 108,558

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.

Many of our disadvantaged families are currently facing the challenges posed by the cost of living crisis. This has meant many of our 'soft actions' and policies around our pupil premium spending (e.g. Parent Support Advisor (PSA) involvement; the school paying for trips/clubs for PPG children; tangible, first-hand experiences to enhance learning) have continued to have a particularly powerful impact on our PPG children's school experience over the previous year.

At the end of Key Stage 2, results for children in receipt of PPG were strong:

Reading: 73.3% (National: 62%)

Writing: 80% (National: 58%)

Maths: 66.7% (National: 59%)

These Results were significantly above national averages and above averages for our academy trust, especially in writing.

At the end of Key Stage 1, pupil premium data was similarly impressive:

Reading: 85.7%

Writing: 71.4%

Maths: 85.7%

These results, again, were significantly above the averages for our academy trust.

These strong results underline the hard work our staff have undertaken to ensure that disadvantaged pupils are given the best possible opportunities to excel and succeed.

They also emphasise that our PPG strategy is well planned and demonstrably effective.

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
N/A	

