

# Kettleshulme St James CE Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding and recovery premium for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

Barriers to learning may include poor attendance, poor punctuality, complex family situations, poor support at home, behaviour difficulties or specific learning needs. We recognise that not all pupils in receipt of free school meals will be socially disadvantaged, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

### School overview

Detail	Data
School name	Kettleshulme St James CE (VA) Primary
Number of pupils in school	63
Proportion of disadvantaged pupils	14% (10 children)
Academic year or years covered by statement	2022 – 2023
Publish date	March 24
Review date	Oct 2024
Statement authorised by	Alicia Bellshaw
Pupil premium lead	Alicia Bellshaw
Governor lead	Annette Scott

### Funding overview

Detail	Amount
Pupil premium allocation this academic year	£7,950
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years	£0
TOTAL ALLOCATION for this academic year	£8,950

## Challenges

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

Please note, as our school is so small we know each and every child, and family, on an individual basis – it is this intimate knowledge of our stakeholders which enables to make these judgements about our pupils

Challenge Number	Details
1	Emotional regulation
2	100% of PP pupils are also SEND
3	Instabilities in the home
4	50% of PP pupils joined Kettleshulme post Year 3 and therefore they have gaps in their learning
5	Ability of parents to support the academic achievements of their children

## 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
Improved self-esteem, attendance and management of emotions	Positive engagement with school, use of taught strategies to manage emotions, reduced incidents of dysregulation and offer additional enrichment opportunities
Children to understand their needs and be confident to express their voice	Staff who have a good understanding of SEND, interventions in place to meet the needs of individual pupils and evidence of academic progress across the curriculum
Children to feel safe and included when at school	Trusted adults and mentors in school and strong relationships between home and school
Children to achieve their academic potential	Additional support in the classroom and access to additional small group interventions which have been planned to close gaps in learning
Lack of support at home to not be a barrier to learning and progress	Opportunities for staff to support with homework during school time, extra support with reading in school

### Activity 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 etc)

**Budgeted cost: £3,700**

Activity	What this will look like	Challenge number(s) addressed
Additional training for teaching staff and support staff to support pupils with SEND	Staff to access TA training, Autism Training, SEND training and also training led by the Headteacher/SENDCo – this will lead to improved relationships between staff and pupils and as a result, improved academic outcomes	All
Additional SENDCo support	Due to the increasing number of SEND pupils joining the school additional time has been allocated to the SENDCo to complete paperwork, deliver screening tools and support families with managing the behaviour and emotions of the pupils – this will lead to a better understanding of need, more diagnosis and ultimately improved understanding of barriers to learning	All

### Targeted academic support (for example 1:1 support or structured intervention)

**Budgeted cost: £3,200**

Activity	What this will look like	Challenge number(s) addressed
Support staff to deliver extra phonics	Support staff to access additional training to ensure that they have the necessary skills to deliver 'Fresh Start' sessions to boost phonics	2, 4 and 5
Times table practice	A TA will work with pupils who have gaps on a daily basis – pupils will play games, access iPads and take regular tests to measure progress	2, 4 and 5
SAL support	Targeted SAL sessions will be delivered to pupils by trained staff on a 1:1 basis – the focus will be on developing communication and interaction skills	1 and 2
1:1 Tutor	Specialist tutor to deliver bespoke sessions using a multi-sensory approach	2

### Wider strategies (for example related to behaviour and wellbeing)

**Budgeted cost: £2,300**

Activity	What this will look like	Challenge number(s) addressed
1:1 Nurture sessions with a TA	During these sessions the children will explore their emotions, discuss how to manage emotions and explore strategies to help to regulate emotions	1
Enrichment activities to enhance experiences	Funded guitar lessons, 1:1 Forest School sessions, extra curriculum clubs – these experiences develop self-esteem and roundedness	1 and 3
Regular check ins with the SENDCo/HT	Timetabled opportunities for the pupils to have someone to check in with regarding their wellbeing	1
Financial support for the family	Support for the family without adding extra demands, ensuring that pupils are included and have the same opportunities and the same appearance – funding wraparound care, funding trips, buying items of uniform	3

**Total spent: £9,200**