



Kilburn Junior School

Pupil premium strategy statement

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	Kilburn Junior School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024/2025
Date this statement was published	20.11.2021
Date on which it will be reviewed	10.07.2022
Statement authorised by	Embark Federation
Pupil premium lead	R. Hull
Governor / Trustee lead	L. Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£8265
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	£82,240

Part A: Pupil premium strategy plan

Statement of intent

At Kilburn Junior school we want all of our children to reach their academic, social and emotional potential through the consistent excellent delivery of a high-quality progressive curriculum. For our disadvantaged children particularly, we are very aware of the barriers which they may have to achieving this vision. The staff team work collaboratively with our families and outside agencies to provide a holistic and personalised approach.

We have identified the key barriers for many of our children (including those in receipt of free school meals or who have been). Kilburn has a large proportion of families who sit within or just above the threshold for FSM and we need to ensure that their needs are met and that we provide the support they need.

- How does your current pupil premium strategy plan work towards achieving those objectives?

We have identified the key barriers to success for our children and used these to design our curriculum and pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

- What are the key principles of your strategy plan?

The key principles of our strategy are:

- All children leave primary school with a broad knowledge of the world enriched through varied experiences
- All children will be able to articulate and reason about the world using highly-developed vocabulary.
- Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet age related expectations and progress is at least good from their starting points.
- End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points.
- Embedded assessment will ensure accurate feedback from teachers to challenge and extend pupils' learning and provide next steps.
- Identified pupils will improve their maths skillset and this will be evidenced by data, showing impact on attainment and achievement.
- Specialist provision and support for pupils allows them to concentrate and maximise efforts to learning within the classroom.
- Improve attendance to be at least in line with National data and 'others' in school.
- Parents feel supported by the school, are more engaged and have developed the knowledge and skillset to support their children at home.
- Pupils use their experiences within their learning and have developed improved life and social skills such as teamwork in preparation for their next stage of learning.
- Pupils develop skills, confidence and a genuine can-do attitude beyond the taught curriculum that helps develop interests and motivation and which enhance their holistic development to succeed in life.

- The widening of gaps that emerged as a result of the coronavirus pandemic are reduced as a result of the support given to disadvantaged pupils.
- All pupils will have access to experiences and opportunities to develop their cultural capital through access to dance and music, the theatre, galleries and historical sites.
- Pupils use their experiences within their learning and have developed improved life and social skills such as teamwork, in preparation for their next stage of learning

Challenges

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

Challenge	Detail of challenge
1	Lower attainment in Reading, Writing and Maths in comparison to non-disadvantaged pupils
2	Low starting points (evident through phonics screening) linked to poor language development for our younger children
3	Low aspiration of parents provides low expectations in terms of academic outcomes
4	Poor spoken and written vocabulary and exposure to high quality texts
5	Poor access to life experiences and access to enriching activities in comparison to non-disadvantaged pupils
6	Poor attendance for a small number of disadvantaged families
7	Parental anxiety about education provides low levels of support for learners

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
To improve the attainment in Reading, Writing and Maths for disadvantaged pupils	<ul style="list-style-type: none"> ▪ Where pupils begin the year working towards national expectations, they will attain this by the year-end. ▪ Where pupils begin the year in line with national expectations, they will maintain or exceed this by the year-end. ▪ Where pupils begin the year exceeding national expectations, they will maintain this by the year-end. ▪ Where pupils are working below their own curriculum year, they will make good progress relative to their starting points, and considering their specific needs. ▪ Gaps between Pupil Premium and Non-Pupil Premium children have been closed.
To remove the barriers to learning for disadvantaged pupils within school	<ul style="list-style-type: none"> ▪ The mental health and wellbeing co-ordinators have been established ▪ The provision mapping system shows interventions based on overcoming barriers to learning ▪ The provision mapping system reflects the impact of overcoming barriers to learning

<p>To ensure All children leave school with a broad knowledge of the world enriched through varied experiences</p>	<ul style="list-style-type: none"> ▪ Teaching will be consistently high quality in all areas of the curriculum. ▪ Kilburn's Inspire Curriculum will provide a broad and balanced body of knowledge and skills which is progressive over time ▪ Teachers will effectively use a range of retrieval and retention techniques to build children's schema over time ▪ Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD
<p>To engage more disadvantaged pupils in enrichment activities throughout the school</p>	<ul style="list-style-type: none"> ▪ 100% of Pupil Premium children have the opportunity to learn a musical instrument. ▪ 100% of Pupil Premium children have attended the theatre. ▪ 100% of Pupils premium pupils have access to free extra-curricular clubs. ▪ 100% of Pupil Premium pupils have taken part in extra-curricular sports competition. ▪ 100% of Pupil Premium pupils have the opportunity to attend an outdoor adventurous residential and a significantly subsidised rate.
<p>To create stronger links between parents/guardians of disadvantaged pupils, to heighten levels of parental support</p>	<ul style="list-style-type: none"> ▪ School will work with parents to ensure they have the confidence and knowledge to support their children with learning ▪ School ensures parents feel challenged and involved with school so that they could provide effective support to their children ▪ Parents will play a bigger part on the school life and education of their children ▪ Where a higher % of parents/guardians of disadvantaged pupils have attended parents' evening
<p>To ensure all children are able to articulate and reason about the world using highly developed vocabulary</p>	<ul style="list-style-type: none"> ▪ Staff are highly skilled at identifying key vocabulary across the curriculum and ensuring children apply it in their work. ▪ Children will be exposed to a wide variety of high-quality texts ▪ Teachers will effectively use a range of retrieval and retention techniques to build children's schema over time ▪ Children with poor speech and language are identified quickly and supported in developing their skills ▪ Staff have been trained to deliver effective interventions
<p>Attendance of disadvantaged children is in line with other children in school</p>	<ul style="list-style-type: none"> ▪ School will work successfully to improve the attendance of a small group of disadvantaged children through the support of the school Family Liaison Worker. ▪ School will work with external agencies (where necessary) to provide more intensive support
<p>To ensure staff have training in order to run provision and support pupils effectively</p>	<ul style="list-style-type: none"> ▪ 100% of staff to engage with in-house and external CPD to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met ▪ Provision maps show that pupils are making progress in their wave 2 interventions

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: £ 38,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A rigorous staff CPD programme to develop quality-first teaching and wave 2 interventions.</p> <p>100% of staff in school are receiving CPD throughout the academic year, in line with the EEF research to develop their quality first teaching and to improve the effectiveness of interventions delivered in school.</p> <p>Cost: £8,000</p>	<ul style="list-style-type: none"> • “Good teaching is ‘the most important lever schools have to improve outcomes for disadvantaged pupils.’ [EEF, 2021] • “Research identifies that high-quality staff CPD is imperative to supporting the development of PP children.” [EEF, 2021] • “What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.” [EEF, 2021] • ‘Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.’ [EEF, 2021] • “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” [EEF, 2021] • Our programme of staff CPD focuses on improving first-quality teaching in school and developing our staff to deliver effective wave-two interventions • 100% of staff are scheduled to receive CPD regarding Reading, in line with our school improvement plan • Our ECT has a rigorous programme of provision to ensure she is fully supported in delivering first-quality teaching • This £8,000 CPD budget is an increase from the £5,000 budget in the previous academic year. 	<p>1, 2</p>
<p>The cost of 3x TAs, as a priority, to ensure there is a quality-first teaching assistant in every classroom. TAs used effectively to reduce the class size resulting in more targeted focuses. In addition to this, TAs used to deliver effective, high-quality interventions throughout the school day</p> <p>Cost: £20,000</p>	<ul style="list-style-type: none"> • “...Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.” [EEF, 2021]. • “Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.” [EEF, 2021]. • “Reducing class size has a small, positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size.” [EEF, 2021]. • Our heavily-weighted % of pupil premium children in KS2 require deployment of teaching assistants for structured interventions and high-level support from TAs which supplements teaching The cost of TAs ensures there is both an effective teacher and teaching assistant in every classroom. • The TAs are used to effectively reduced class sizes in core subjects, resulting in staff providing higher- 	<p>1, 2, 3, 4,</p>

	quality interactions and improving the quality and quantity of personalised learning and feedback.	
<p>Appointment of a sports' coach through affiliation to AVSSP</p> <p>Cost: £8,000 [taken from Sports' premium funding - £4,000 specifically for pupil premium children]</p>	<ul style="list-style-type: none"> • “There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.” [EEF, 2021] • “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.” [EEF, 2021] • The appointment of a sports coach provides quality-first teaching for all pupils in school at least once per week. In addition to this, the sports coach offers high-quality CPD, through opportunities such as team-teaching, at least once per week to ensure all staff in school provide first-quality teaching of physical education • The sports coach is responsible for the sports enrichment programme within school, ensuring that 100% of Pupil Premium children are receiving provision throughout the academic year • Affiliation to AVSSP 	5
<p>Reading improvements</p> <p>Cost: £4,000 (part funded)</p>	<ul style="list-style-type: none"> • “Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.” [EEF, 2021] • “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” [EEF, 2021] • “The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.” [EEF, 2021] • “Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.” [EEF, 2021] • “Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.” [EEF, 2021] • With our historical focus on Reading continuing, our budget reflects the provision we have put in place to support Reading development in school, including the purchasing of high-quality texts for each classroom, effective CPD for staff. • Importantly, developing the school library so parents can utilise this area of school is one of our main focuses: “For young children, promoting shared book 	1, 2, 3, 4

	<p>reading should be a central component of any parental engagement approach.” [EEF, 2021]</p> <ul style="list-style-type: none"> Delivering our BIG Read sessions raises the profile of reading to pupils and parents and supports parents in supporting their children. 	
<p>Maths improvements due to impact of Covid-19 Cost: £600</p>	<ul style="list-style-type: none"> “Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.” [EEF, 2021] Covid-19 has impacted on our pupils’ recall of times tables and arithmetic skills; the purchase and running of high-quality resources, such as Times tables Rockstars and White Rose Maths in school supports staff. Staff INSET and training focussed on the delivery of high-quality arithmetic sessions and the production of resources to consistently used across the school. 	1
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Cost: £2000</p>	<ul style="list-style-type: none"> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 	1, 2,

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>0.5 teacher to deliver high-quality first teaching to Year 6 pupils in order to close gaps highlighted through summative assessment, preparation for end of key stage assessments and to support pupils in their transition to KS3. Teacher used effectively to reduce the class size resulting in closer targeting of pupils across the school. Cost £20,000</p>	<ul style="list-style-type: none"> “Reducing class size has a small, positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size.” [EEF, 2021]. 	1, 2, 4,
<p>A rigorous, tutoring programme for pupils and parents, is run in-house by our teachers before school focussing on phonics and mathematics, .</p>	<ul style="list-style-type: none"> ‘Research has shown that pupils learning has been affected by school closures’ (EEF, 2021) Evidence indicates that extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in 	1, 2, 3, 4, 7,

<ul style="list-style-type: none"> ▪ 3 x Teachers ▪ 30 minutes sessions + Preparation and assessment time ▪ 3 week <p>Cost: £8,000</p>	<p>schools as well as the use of targeted before and after school programmes providing approximately three additional months' progress on average.' [EEF, 2021]</p> <ul style="list-style-type: none"> • 'one to one tuition can be effective, providing approximately five additional months' progress on average.' [EEF, 2021] • "Small group tuition has an average impact of four months' additional progress over the course of a year." [EEF, 2021] • "The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year." [EEF, 2021] • "Short sessions of around 30 minutes or so, several times a week are most effective." [EEF, 2021] • Provision mapping data showed, in the previous academic year, pupils made greater progress in TA or teacher-led interventions than when using the NTP. • Our teachers pride themselves on knowing and understanding our children on a personal level, alongside an academic level, therefore they are best placed for running additional tutoring sessions. 	
<p>Supporting the Social and Emotional development of pupils through the school's nurture programme.</p> <p>Cost £5,000</p>	<ul style="list-style-type: none"> • Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • The EEF conclude: • 'The average impact of successful SEL interventions is an additional four months' progress over the course of a year. • "Effects [of social and emotional learning approaches] tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months)." [EEF, 2021] • "Children in receipt of Pupil Premium are far more likely to have social and emotional difficulties – perhaps as a result of extra caring responsibilities, parents with mental health issues or just the strain that worrying about money causes within homes." [Third Space Learning, 2021] 	<p>5, 6,</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of the School Trailblazer outdoor learning programme including the purchase of resources and payment towards the cost of the</p>	<ul style="list-style-type: none"> • "Children who don't connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you're really stressed." [Dr William Bird, National Trust.] 	<p>2, 5, 6</p>

<p>Lead Teacher and two Trailblazer Assistants Cost £25,000</p>	<ul style="list-style-type: none"> • Our outdoor area needs developing to provide pupils with an area to explore and build their cultural capital. • EEF July 2021 Outdoor adventure learning • ‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.’ • “They felt more engaged and were more positive about the learning experience.” • Mind 2021 state that: • ‘Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. For example, doing things like growing food or flowers, exercising outdoors or being around animals can have lots of positive effects. It can: <ul style="list-style-type: none"> ✓ improve your mood ✓ reduce feelings of stress or anger ✓ help you take time out and feel more relaxed ✓ improve your physical health ✓ improve your confidence and self-esteem ✓ help you be more active ✓ help you meet and get to know new people ✓ connect you to your local community ✓ reduce loneliness ✓ help you feel more connected to nature ✓ provide peer support.’ 	
<p>The appointment of a school Family Liaison Worker ensures families can access targeted support in a range of areas from local services. This service also supports the school in being at the heart of the community and helps raise its profile with parents and other people within the local community. The FLW also supports children’s SEL development Attendance is also monitored by the FLW. Cost: £8000</p>	<ul style="list-style-type: none"> • Effects [of social and emotional learning approaches] tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months).” [EEF, 2021] • “Children in receipt of Pupil Premium are far more likely to have social and emotional difficulties – perhaps as a result of extra caring responsibilities, parents with mental health issues or just the strain that worrying about money causes within homes.” [Third Space Learning, 2021] • Evidence for the EEF 2021 also suggests: • schools involving parents in supporting their children’s academic learning including • intensive programmes for families in crisis. Can impact of children’s learning by four months. • Research by the EEF found: • ‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’ • Dedicated time/support (1:1 and group) to help build emotional development and resilience 	<p>3, 5, 6, 7,</p>

	<ul style="list-style-type: none"> • Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • The EEF conclude activities developing SEL can increase learning by four months. 	
Increase wider life experiences and enrichment to build the cultural capital of all pupils within school, in line with our curriculum intent regarding enrichment.	<ul style="list-style-type: none"> • “The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. [2013, Secretary of State of Education] • “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” [EEF,2021] • Personalised curriculum development to match the individualised needs of pupils within school in response to previous pupil voice. • Frequent enrichment opportunities mapped out throughout the year 	5
Every child in has an opportunity to play a musical instrument and to hire the instrument to practise Cost: £2,000 (part funded by PTFA)	<ul style="list-style-type: none"> • “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” [EEF, 2021] • “Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.” [EEF, 2021] • 58% of children [2021 Music Survey) receive a private music lesson in school each week (only 12% PP), therefore it is imperative we provide children with this opportunity within school. 	1, 2, 4, 5
Subsidised school trips and residential Cost: £2500	<ul style="list-style-type: none"> • “The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. [2013, Secretary of State of Education] 	5

Total budgeted cost: £ 109,100

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 2020 to 2021 academic year.

Due to the ongoing Covid-19 pandemic, the progress against our previous pupil premium strategy plan was limited. We are conscious that improvement takes time to embed, therefore our new pupil premium strategy is due to cover three academic years.

End of Year Data for Pupil Premium Children 2020-21

% of pupils in each year group working at or above the expected standard

Year Group	Reading	Writing	SPAG	Mathematics
3	77	62	69	77
4	63	56	83	57
5	67	42	50	58
6	62%	69%	46%	69%

There has been a significant improvement on the metacognition of pupil premium pupils in school. This has been evident in the general demeanour of our children, and has been documented in our learning walk/lesson observation reports. Staff have reported an improvement on independence and resilience in particular.

Provision mapping in school is embedded to an excellent standard. All pupils in school are identified on the provision maps, including pupil premium children who are prioritised in receiving quality wave 2 interventions. All staff in school monitor provision maps frequently, updating children's barriers to learning and they effectively put on the impact scores from the provisions in place.

100% of pupil premium pupils were given an opportunity to participate in extra-curricular sporting activities, monitored by our school sports coach.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

In order to support our pupil premium children, we have fully utilised the pupil premium and recovery premium funding to reflect with our whole school ethos of ensuring every child can reach their full potential, regardless of their circumstance.

We also recognise the additional challenges faced by all pupils, particularly after the Covid-19 pandemic, many of which impact most significantly on our pupil premium children. Many of these challenges require additional support beyond the allocated budget for pupil premium and recovery premium. As a school, our ethos is always to support children in becoming well-rounded members of society, in preparation for later life. We have therefore utilised our budget in other areas of school life in order to support pupil premium children. Some of the provision we have put in place is part-funded by our pupil premium/recovery funding and part funded by our budget from other areas. In addition, the school PTFA has also supported projects and initiatives across the school and helped provide opportunities many of our pupils would not ordinarily get.

It is imperative that our pupils access a rich and well-resourced curriculum, delivered by quality first-class staff. We pride ourselves in providing pupils with opportunities to have new experiences, ensuring enrichment is at the heart of our curriculum.

- The development of our outdoor areas, to support the delivery of our Trailblazer Programme and provide pupils with enrichment opportunities, is partially funded by our outdoor buildings and content budget alongside our pupil premium funding.