

NKS Pupil Premium Strategy Statement 2024/25

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	North Kidlington Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	36 children (12%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/27
Date this statement was published	September 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Emilie Fidler - Headteacher
Pupil premium lead	Emilie Fidler - Headteacher
Governor lead	Keri Dallimore-Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,040 (Includes the PLAC funding).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,040 – this will be much lower next year due to a drop in numbers (funding is a year behind)

Part A: Pupil premium strategy plan

Statement of intent

We use the pupil premium allocation to increase equity of access to education and experiences across the school. This is a three-pronged approach:

- 1) Ensuring we provide all our children with a high-quality education.
- 2) Offering targeted support to children with academic interventions
- 3) Providing cultural capital by providing activities, opportunities or items a pupil may not have outside of school.

The [Education Endowment Fund](#) states that evidence indicates that high-quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We have worked hard over the past 5 years to significantly improve the quality of teaching at NKS and are determined to continue this journey over the next few years. For more precise details on our curriculum intent please refer to our school improvement plan priorities on the school's website.

Alongside our usual trip subsidies for pupil premium children, we provide a substantial discount (some families will have the whole trip paid for) to families in receipt of the grant for our residential trips in Year 4 and Year 6.

The school has a qualified teacher to provide instrument lessons on PPA afternoons for all KS2 children. This will benefit all children but will potentially be of most benefit to pupil-premium children whose access to private music lessons will be limited due to the high cost of tuition.

We will continue to use the Arch reading programme to provide 1-to-1 reading (and nurture) support for several of our PP children.

We will continue to pay for additional tuition or music or sports lessons for pupil premium students who would benefit from them. For example, we are currently playing for a child to have drumming lessons with a specialist SEND teacher.

We will continue to provide food, clothing and other equipment where needed to families.

Furthermore, the school aims to be responsive to the various needs that can arise for our disadvantaged children. Should we see a challenge, we will endeavour to put in place additional support, time or money to enable the child to have equitable access.

Challenges

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

Challenge number	Detail of challenge
1	Limited experiences (cultural capital) lead to reduced vocabulary, problem-solving, emotional self-regulation, and independent thought.
2	Limited exposure to both books and high-quality language at home.
3	For a few PP children, attendance and lateness can be a barrier to academic, social and emotional development.
4	Parental engagement with the school – not checking school communications or attending information sessions so children miss events and are not prepared for activities.
5.	Risk of lower aspiration.
6.	Risk of lower academic outcomes.
7.	We anticipate increased poverty challenges due to the current cost-of-living crisis.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will have improved academic outcomes (all subjects).	Summative assessment data and formative assessment Qualitative feedback will show that PP children want to achieve academically and have aspirations for future careers.
Children will have a greater breadth of life experiences and opportunities.	Improved reading, writing and maths outcomes. Improved access to music, arts and a variety of sports. Qualitative evidence.
Parents will have a positive view of the school and be more engaged	More PP children will be prepared and attend events. Parents attend parent consultations and interact with staff.

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: £56,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff for interventions and in-class support	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf - Quality teaching that impacts every child.	1, 2, 3, 6
KS2 Music instrument lessons during PPA	https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/	1, 3, 6

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

Budgeted cost: £ ~5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arch Readers (1 to 1 reading support)	https://archoxfordshire.org.uk/ The school has used Arch for a number of years and seen the impact the readers have on the children they work with	1, 2
Lunch Club	Nurture groups have been well-researched and are known to provide additional benefits to children who are struggling with behaviour and/or communication & interaction challenges.	1, 5
1 to 1 and small group tuition (before and after school)	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Part 2 – targeted academic support	2, 6

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

Budgeted cost: ~£4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising The Year 6 and Year 4 residential trip for PP families who request assistance	Many families would not be able to attend without the additional support. We also offer a payment plan to make budgeting for the trips easier. https://schoolsweek.co.uk/costs-exclude-poorer-pupils-from-residential-school-trips/	1, 5
Additional Spring and summer term trips for PP children to cultural and sporting events (also, all	https://thirdspacelearning.com/blog/pupil-premium/	1, 5

school children to have at least 3 trips a year as part of a school plan to increase experiential learning for all children).	https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/	
Purchasing materials PP children need to be safe, suitably clothed and like their peers.		3, 4, 7
Provide places at The Burrow (wraparound care) for PP children to help with attendance and ensure children are fed.		3, 4, 7

Total budgeted cost: £ £65,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This is the overall end-of-year data for our pupil premium children compared to the school population as a whole.



Writing is one of three areas identified in the school improvement plan for the coming year. Staff will be researching schemes of work for writing over this year to implement in the following school year.

Further information (optional)

The school has been developing all of their curriculum subjects to ensure they meet the needs of the children they serve. Most notably, practical and cultural subjects like design and technology, languages and music are being targeted as a way to build many soft skills and broaden horizons.

Moreover, teachers are not overloading subjects, allowing exploration and using dialogic teaching as important elements of this process. Although this is a whole-school approach for the benefit of all children, we believe this will benefit our pupil-premium children most of all.

The school is also investing in Outdoor Play and Learning (OPAL) to assist children with their social and emotional development.