



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 – 2024 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	Kiveton Park Meadows Junior School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 -2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Laura Carr
Pupil premium lead	Laura Carr
Governor / Trustee lead	Matthew Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840
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	£85,840

Part A: Pupil premium strategy plan

Statement of intent

Supporting Our Disadvantaged Children: Our Vision and Commitment

At Kiveton Park Meadows Junior School (KPMJ), our goal is for every child, regardless of their background or the challenges they face, to make strong progress and achieve high attainment across all subjects.

Driven by our school motto, '*Learning Means the World*', we aim to inspire all our children, including those from disadvantaged backgrounds, to make a positive impact on their own lives and on society. We want every child to be an outward facing, citizen of the world as well as their local community. We want them to develop ambition and a sense of purpose for their future.

Key Principles of Our Strategy:

Promoting Attendance

Regular attendance is fundamental to a child's learning. However, we recognise that attendance rates for children in receipt of pupil premium funding are lower than their peers. Our strategy prioritises improving attendance by addressing the well-being needs of both children and their families, ensuring all pupils can engage fully in their education.

Raising Academic Attainment

We are dedicated to ensuring that children in receipt of pupil premium funding achieve outcomes that match or exceed those of their peers. Our strategy is built on the following principles:

- **High-Quality Teaching and Targeted Support:** Exceptional teaching lies at the core of our approach, focusing on areas where disadvantaged children require the most support. By prioritising these areas, we aim to narrow the attainment gap while enriching the learning experience for all pupils.
- **Sustained Progress for All:** Alongside boosting outcomes for disadvantaged children, we remain committed to sustaining and improving the progress of non-disadvantaged pupils.
- **Integration with School Improvement:** Our pupil premium strategy is embedded within the school's broader improvement and curriculum plans to create a unified, strategic approach to raising attainment.

By employing an adaptive, whole-school strategy, we address both shared challenges and the individual needs of children to support their academic success.

Providing Holistic and Pastoral Support

We recognise that academic success is closely linked to children's well-being and overall development. Our approach places emphasis on the holistic support needed to help every child thrive:

- **Robust Pastoral Care:** We prioritise children's mental health and emotional well-being, ensuring they feel safe, valued, and supported in their school environment.
- **Whole-School Culture:** All staff members share responsibility for the well-being and success of disadvantaged children, fostering a culture of high expectations and care.
- **Family and Community Engagement:** We actively address barriers to attendance and engagement by working with families to support children's needs both at school and at home.

This comprehensive approach ensures that disadvantaged children receive the emotional, social, and academic support they need to succeed, preparing them for future challenges and opportunities.

To ensure effectiveness, we will:

- Set high expectations and challenge disadvantaged children through their learning.
- Use an adaptive, whole-school approach
- Tailor support to the unique needs of individual children.
- Act swiftly to provide support as soon as a need is identified.
- Foster a whole-school culture where every staff member is responsible for the outcomes of disadvantaged children and is committed to helping them achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	The attendance rates of our pupil premium children remain lower than those of their non-disadvantaged peers. Although attendance has improved for both groups, the gap persists. For some pupil premium children, persistent absenteeism continues to negatively impact on their progress, attainment, and overall school experience.
2	The social, emotional, mental health and behavioural needs of some children are impacting their ability to make progress and their readiness to learn. A significant number of our pupil premium children currently require additional support to address these social and emotional challenges.
3	Our pupil premium children do not have the same level of access to enrichment opportunities as their non-pupil premium peers.
4	In all areas of English, assessments, observations, and outcomes indicate that our pupil premium children, as a group, are not making progress as quickly as their non-pupil premium peers.
5	In Maths, assessments, observations, and outcomes indicate that our pupil premium children, as a group, are not making progress as quickly as their non-pupil premium peers.

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
<p>1. To achieve and maintain improved attendance among pupil premium children.</p> <p>Pupil premium attendance rates will align with those of non-pupil premium children.</p> <p>Attendance will reach a 'good' standard, meeting or exceeding the national benchmark of 96%.</p>	<ul style="list-style-type: none"> Families needing support to improve attendance below 96% will be identified promptly. The Attendance Team will work proactively with families to address and improve attendance when it falls below 96%. Families needing support to improve punctuality will be recognised quickly. The Attendance Team will provide support in improving punctuality. Through pupil voice, pupil premium children will express a desire to attend school, feeling safe, happy, and valued in their environment.
<p>2. To foster and maintain enhanced emotional well-being among pupil premium children and their families.</p> <p>Pupil premium children will develop effective strategies to self-regulate their emotions and behaviors.</p>	<ul style="list-style-type: none"> Through daily personal development sessions, teachers will deliver high-quality lessons that prioritise health, well-being, and mental health as part of the school's personal development strategy. Children will know that our school ethos and values are important and will understand that they were adopted to support and steer them in their development. Staff will be equipped to support children and families by providing guidance and connecting them with appropriate strategies and external agencies. Pupil premium children will develop the ability to manage and regulate their emotions and behaviours, both independently and with support. They will feel happy, safe, and engaged in their learning environment.

<p>3. To enhance cultural capital among pupil premium children:</p> <p>Pupil premium children will actively participate in and enjoy the diverse range of enrichment activities available to them.</p>	<ul style="list-style-type: none"> • Through our outward facing curriculum, pupil premium children will have the opportunity to explore life beyond their immediate environment, preparing them for success in later life. • A diverse range of extra-curricular activities will be available and actively accessed by our pupil premium children. • Discounts will continue to be offered to pupil premium families for enrichment activities, including trips, visits, music lessons, residential and more. • Through the Cultural Champions Project, children will be exposed to opera and ballet, widening their cultural capital.
<p>4. Improved attainment in all areas of English for Pupil Premium children.</p> <p>Pupil premium children will achieve good or better progress in oracy, phonics reading and writing, securing the development and application of their English skills.</p>	<p>Oracy</p> <ul style="list-style-type: none"> • Pupil Premium children will demonstrate improved communication skills. They will use clear, confident, and articulate verbal communication, including the ability to express ideas effectively in discussions, presentations, and collaborative activities. • Children actively listen to others, respond thoughtfully, and engage in meaningful dialogue, showing respect for differing opinions and perspectives. • Children will begin to use a wider range of vocabulary and develop greater fluency in expressing complex thoughts and ideas, tailored to different audiences and purposes. • PP children will show greater confidence in speaking publicly and actively participate in all oracy-related activities, overcoming initial hesitations and enjoying the process of sharing their voice. <p>Phonics and Reading</p> <ul style="list-style-type: none"> • Any KS2 children accessing Sounds Write phonics intervention, will achieve success, transferring skills in to wider reading as well as phonics books. • Pupil premium children will continue to foster a love of reading and will read for pleasure, with access to a broad range of engaging reading materials. Through pupil voice, they will confidently share their enthusiasm for reading, discussing favourite books and authors. • Pupil premium children will be consistently supported by adults, who will listen to them read regularly. • With the Dimensions curriculum in place, reading materials will be carefully aligned with content, ensuring pupil premium children have exposure to a wider and richer range of texts. <p>Writing</p> <ul style="list-style-type: none"> • A new approach to teaching writing will be implemented and monitored for impact through work scrutiny, internal and external moderation. • Assessments will demonstrate narrowing gaps between pupil premium and non-pupil premium children in both attainment and progress. • Pupil premium children will develop confidence and enjoyment in writing, with an increased skill set that supports their creativity. Through pupil voice, they will express their passion for writing and discuss their favourite aspects of the process.
<p>5. Improved attainment in maths for Pupil Premium children.</p> <p>Pupil premium children will achieve good or better progress in maths, securing the development and application of their skills.</p>	<ul style="list-style-type: none"> • Pupil premium children will demonstrate good or better progress in maths, with a clear development of their mathematical understanding and skills over time. • Pupil premium children will effectively apply their maths skills in problem-solving tasks, demonstrating a strong grasp of concepts in various contexts. • Pupil premium children will display improved calculation skills. • Recall of number facts will improve.

	<ul style="list-style-type: none"> • Pupil premium children will meet or exceed their individual progress targets in maths, as measured by assessments and teacher evaluations. • Pupil premium children will show increased confidence and active participation in maths lessons. • Pupil premium children will be focused on through our work with the South Yorkshire Maths Hub in our Teaching for Mastery project.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team will attend regular training opportunities, JMAT attendance groups and LA attendance forums.	EEF - Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) EEF_Parental_Engagement_Summary_of_recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)	1
A Teaching Assistant will attend a 7 week ELSA training programme to gain a qualification in supporting children's emotional literacy. Opportunities will be provided for supervision sessions throughout the year.	EEF - Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) GOV - SEN support: A rapid evidence assessment (publishing.service.gov.uk)	2
Teaching staff will attend Trauma Informed Practice training. SENDCo participation in extended Trauma Informed training.	NHS - Adversity and Trauma-Informed Practice. A short guide for professionals working on the frontline Document summary Evidence search NICE Research in Practice - Trauma-informed-approaches-withyoung-people-Frontline-briefing.pdf (researchinpractice.org.uk)	1, 2
Two teachers will attend Cultural Champions training, disseminating to all staff.	Pupil-Premium-Case-Studystoke-newington.pdf	3
Quality first teaching for all children, that stretches and challenges through a 'keep up' approach. • Implementation of the Dimensions	EEF-guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Impact of Dimensions Primary Curriculum Developing children's reading skills with phonics.- Ofsted Blog	4, 5

<p>Curriculum to provide a wellmatched, broad, balanced and ambitious curriculum.</p> <ul style="list-style-type: none"> • Staff CPD is ongoing all aspects of the school curriculum including external support from Dimensions. • A broad, balanced and ambitious curriculum is a high priority in the school improvement plan. 	<p>EEF-Improving Literacy in KS2 Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	
<p>English leaders will access networking and training opportunities within our trust, Rotherham and wider where applicable.</p>	<p>EEF-Improving Literacy in KS2 Sutton Trust – quality first teaching has direct impact on student outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Access further training in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Sounds Write). Training for staff to be provided on a rolling programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Two teachers will access a training programme on Reading for Pleasure in conjunction with National Literacy Trust.</p>	<p>The National Literacy Trust highlights a significant decrease in reading for pleasure among children and young people. In 2024, only 34.6% of children aged 8 to 18 reported enjoying reading in their free time. The same report indicates that children from lower socio-economic backgrounds are less likely to enjoy reading.</p>	4
<p>Two teachers will engage in the Voice 21 Oracy Project. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high im-pacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Teachers will access training in new writing approach.</p>	<p>EEF-Improving Literacy in KS2</p>	4
<p>Maths leader will access networking and training opportunities within our trust, Rotherham, South Yorkshire Maths Hub and wider where applicable.</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	5
<p>TA training</p>	<p>EEF – Making Effective use of Teaching Assistants</p> <ul style="list-style-type: none"> • Teaching assistants have a greater professional knowledge and understanding and are more empowered to support individual pupils, groups and classes. • Teaching assistants and Teachers work together to identify and utilise the most effective teaching and learning strategies (based on evidence based research 	4, 5

	and their professional observations). As a result pupils receiving support, and whole classes, make more progress in individual lessons and across time.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly ELSA sessions will be provided to children referred by members of classroom teams. Children's need will be assessed to ensure the right support is provided and sessions will be planned carefully to ensure maximum impact.	EEF - Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) GOV - SEN support: A rapid evidence assessment (publishing.service.gov.uk)	2
Daily 1:1 reading support provided by SMSAs.	EEF-Improving Literacy in KS2 Sutton Trust – quality first teaching has direct impact on student outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Daily phonics intervention provided by phonics subject lead.	Phonics Teaching and Learning Toolkit EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	4
Individual and small group focused work targeted at specific needs and knowledge gaps for children.	EEF-Guide to Making the Best Use of Teaching Assistants EEF - Small group tuition Teaching and Learning Toolkit EEF–oral language interventions consistently show positive impact on learning. High quality targeted interventions. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	4, 5
Termly Pupil Progress meetings with individualised targets, action plans and resources to ensure that pupils who have fallen behind or become stuck, catch up and any gaps in learning are addressed. Teachers are released to meet with SLT and planning partners to analyse results; identify pupils and groups; identify gaps and misconceptions and action-plan to address these areas. Teachers and TAs are trained in the interventions to achieve high fidelity and optimal benefit.	EEF Toolkit guidance: These interventions should be targeted at specific children using information gathered from assessments and their effectiveness and intensity should be continually monitored.	4, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise a Parent Support Advisor to engage with parents/families who are facing a variety of challenges and barriers that directly or indirectly impacts upon their/ child/ren's well-being and education.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk) EEF_Parental_Engagement_Summary_of_recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>Inclusion Team to access mental health training (Mental Health for Managers, ELSA).</p>	<p>Parental engagement has an impact of +3 months in the EEF Toolkit. The inclusion team provides bespoke support for families to facilitate their engagement in their child's education. We are using 'Working with parents to support children's learning' by EEF to inform our practice. https://educationendowmentfoundation.org.uk/</p>	<p>1, 2</p>
<p>Provide release time for An ELSA to provide pastoral support for small groups and individuals who are experiencing anxieties or other barriers that inhibit their capacity to access learning.</p>	<p>EEF - Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) GOV - SEN support: A rapid evidence assessment (publishing.service.gov.uk)</p>	<p>1, 2, 4, 5</p>
<p>To ensure there is equality of opportunity so pupil premium children can access clubs, school based opportunities and wider curriculum experiences.</p> <ul style="list-style-type: none"> • Half price residential, visits and free clubs for FSM • Sports events promoted and accessible to pupil premium children who are encouraged and supported to attend. • Provide enrichment activities to stimulate pupils curiosity and love of learning. 	<p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sutton trust – parent power Parent Power - Sutton Trust Learning is contextualised in concrete experiences and language rich environments.</p>	<p>3</p>
<p>To utilise a Trauma Informed approach</p> <ul style="list-style-type: none"> • Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. 	<p>NHS - Adversity and Trauma-Informed Practice. A short guide for professionals working on the frontline Document summary Evidence search NICE Research in Practice - Trauma-informed-approaches-withyoung-people-Frontline-briefing.pdf (researchinpractice.org.uk)</p>	<p>1, 2</p>

<ul style="list-style-type: none"> • SENDCo participation in extended Trauma Informed training. 		
To provide Breakfast Club free of charge to pupil premium children in need of access.	EEF evaluation report shows that breakfast clubs boost attainment. Magic Breakfast EEF	1, 2, 3, 4, 5
Track and monitor attendance and punctuality weekly to provide early identification of potential barriers. Half-termly attendance team meetings. Half termly attendance hub meetings. Termly attendance forums.	EEF toolkit– Parental engagement Working together to improve school attendance	1

Total budgeted cost: £85,840

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.

Year 3 (10 children)	BLW	WT	AT	ABV
Reading	10% (1)	20%(2)	70% (7)	
Non-PP		3.4%	58.6%	27.6%
Writing	10%(1)	40%(4)	50%(5)	
Non-PP	3.4%	17.2%	52.9%	5.9%
Maths	10%(1)	30%(3)	60%(6)	
Non-PP	3.4%	10.3%	62.1%	24.1%

Year 3 have 23.8% of Pupil Premium Children which is slightly below national averages.

-The percentage of Pupil Premium Children achieving expected in writing and Maths was similar to the level of Non-PP

-There is a higher percentage of Pupil Premium children working towards compared to non-Pupil Premium.

Year 4 (13 children)	BLW	WT	AT	ABV
Reading		30.8(4)	69.2%(9)	
Non-PP		12.9%	67.7%	19.4%
Writing		46.2%(6)	53.8%(7)	
Non-PP		16.1%	80.6%	3.2%
Maths		46.2%(6)	53.8%(7)	

Non-PP		22.6%	74.2%	3.2%
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The number of Pupil Premium is in line with the national average.

- The number of Pupil Premium Children at expected in writing and maths is less than non-Pupil Premium children
- There are no Pupil Premium Children achieving Greater Depth.

Year 5 (13 children)	BLW	WT	AT	ABV
Reading		42.6% (6)	42.6% (6)	7.7%(1)
Non-PP		20%	55%	25%
Writing		53.8% (7)	38.5% (5)	7.7%(1)
Non-PP		40%	45%	15%
Maths		23.1%(3)	76.9%(10)	
Non-PP		20%	60%	20%

The number of Pupil Premium children in year 5 is 38.24%- significantly higher than the national average.

- No Pupil Premium child achieved Greater Depth in Reading, Writing and Maths combined.
- Pupil Premium children performed better in Maths compared to non-PP.

Year 6 (15 children)	BLW	WT	AT	ABV
Reading		40.6%(6)	46.7%(7)	13.3%(2)
Non-PP		27.2%	37.2%	34.9%
Writing		66.7%(10)	26.7%(4)	6.7% (1)
Non-PP		46.5%	44.2%	9.3%
Maths		33.3%(5)	66.7%(10)	
Non-PP		27.9%	44.2%	27.9%

The number of Pupil Premium children in Year 6 is 25.42% slightly above the national average.

- The percentage of Pupil Premium Children achieving expected in reading was higher than non-pp
- There was a higher percentage of Pupil Premium children working below the expected standard compared to Non-PP

Ongoing challenges for 2024-25 is for Pupil Premium children are to support and challenge in moving more children to be working securely at expected but also pushing some children to Greater Depth.

69% of the families receiving pastoral support have children in receipt of Pupil Premium funding.

Attendance for Pupil Premium children was 91.89 % as opposed to 95.25% for non-Pupil Premium children.

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
TT Rockstars	Maths Circle Ltd
White Rose Maths	White Rose Education
Spelling Shed	Education Shed
Dimensions Learning Means the World Curriculum	Dimensions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year.	N/A
The impact of that spending on service pupil premium eligible pupils.	N/A