



Kingston St Mary C of E Primary School

PUPIL PREMIUM STRATEGY STATEMENT 2021-2022

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	Kingston St Mary C of E Primary
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	6 th December
Date on which it will be reviewed	
Statement authorised by	Governing Body
Pupil premium lead	Kim Greenslade
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£1885
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	£19,370

Part A: Pupil premium strategy plan

Statement of intent

At Kingston St Mary C of E Primary School, we use the Pupil Premium Grant believe that no child should feel excluded from opportunities we provide.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for, or qualify for, free school meals. **We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.**
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- Remove barriers to learning created by family circumstance and background.
- Remove attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to build up resilience.
- Provide access to a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure children for whom we receive Pupil Premium funding have equal access to extra-curricular activities and clubs.

Summary of Spending Strategy:

- To provide classroom support for writing, spelling and maths lessons, enabling teachers to meet the needs of all pupils and particularly higher need pupils.
- To run targeted intervention programmes.
- Partly fund an Emotional Literacy Support Assistant (ELSA) and the services of the Parent Family Support Advisor (PFSA) to develop pupils' Social & Emotional wellbeing through 1:1 and small group support.
- Provide resources to enable all pupils to access the full range of both curricular and extra-curricular activities. This may include purchasing of equipment for individual pupils in receipt of PPG as well as school resources.

- Contribute to cost of pupil participation on Clubs and curriculum enriching activities – offsite visits and visitors to school where parents are asked to contribute.
- To support families with Wrap-around Care service, where children gain both academic and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years Foundation Stage.
2	High number of pupils not achieving age related standards in KS1 in maths.
3	Lack of opportunities to participate in a variety of activities.
4	Low emotional intelligence and resilience.
5	Parental engagement – support with home learning.
6	Chaotic home life.
7	Attendance and punctuality.

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
Achievement in Reading, Writing and Maths.	Outcomes by the end of KS2 are in-line with, or above, national average.
Phonics	At least 88% of pupils in Y1 pass the PSC
Attendance and punctuality	Attendance of Pupil Premium children is above 96% (in-line with non-Pupil Premium children)
Reduce social and emotional barriers to learning.	ELSA and class teacher feedback reports children are better equipped to focus on learning.
Children have equal opportunity to participate in parent paid extra-curricular activities.	Pupil Premium children take part in extra-curricular activities where there is a charge to parents.

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: £6,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain four class teachers and sufficient support staff to keep small class sizes and good adult to pupil ratios.	Teachers have the biggest impact on pupil outcomes. In addition to first quality teaching from teachers, pupils benefit and make good progress from targeted group and 1:1 interventions and group work. Including small phonics groups in EYFS and Key Stage 1.	1,2
Implement Number Sense across up to Year 4.	Maths has been identified as the area with the highest number children not meeting age related standards.	2

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

Budgeted cost: £5,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions across the school. interventions 1:1 or in small groups.	Children's progress is improved from small group support with clearly identified targets to address gaps in their learning.	1
To improve speech and language skills in Reception - use of NELI.	NELI is a recognised early language intervention to improve children's vocabulary, listening and narrative skills.	1
Number Sense Intervention in upper KS2	Where low levels of basic maths skills have been identified for some pupils in KS2, Number Sense will be used as a targeted intervention.	2

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

Budgeted cost: £7,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – Emotional Well-being support.	Children's positive emotional well-being is vital to academic learning. Children needs the tools to recognise and manage their emotions. Children respond well to group and 1:1 support as well as whole class lessons to pre-empt potential issues ahead.	4
Participation in Extra-curricular Clubs & School Trips and Wrap-around Care	Children need opportunities to try different activities and to enjoy success beyond the academic classroom.	3
PFSA	Support for parents and children as identified.	5,6,7

Total budgeted cost: £ 19,370

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.

See 2020-2021 Statement.

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
Read Write Inc	
Number Sense	