



Kingston St Mary C of E Primary School

PUPIL PREMIUM STRATEGY STATEMENT 2022-2023

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	100
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	14 th November
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Governing Body
Pupil premium lead	Kim Greenslade
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£1,044
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	£21,819

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 the 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 identified from 2021-22
2	Percentage of pupils achieving ARE in KS2 maths below average.
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. Improved attainment across the school, with focus on: Year 1 all subjects Year 2 Writing & Maths Year 3 Reading & Writing Year 4 Writing
Phonics	Percentage of Pupil in Y1 who pass the PSC is in-line with, or above national average.
Attendance and punctuality	Attendance of pupils for whom we are in receipt of the Pupil Premium is in-line with non-Pupil Premium.
Reduce social and emotional barriers to learning.	ELSA and class teacher feedback reports that children are better equipped to focus on learning. Where identified, children have greater resilience.
Children have equal opportunity to participate in parent paid extra-curricular activities.	Pupil Premium children are able to 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: £10260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain four class teachers to keep small class sizes and good adult to pupil ratios.	Teachers providing first quality teaching has the biggest impact on pupil outcomes.	1,2
Ensure we have a sufficient number of Teaching Assistants to provide group work and 1:1 support.	In addition to first quality teaching from teachers, pupils benefit and make good progress from targeted group work and 1:1 interventions, including small phonics groups in EYFS and Key Stage 1.	1,2

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

Budgeted cost: £3130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions across the school. Interventions of 1:1 or small groups.	Children's progress is improved from small group support with clearly identified targets to address gaps in their learning.	1,2
Provide support for small Phonics groups to target children increase speed of progress.	Children's progress is improved from small group support with clearly identified targets to address gaps in their learning.	1,2

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

Budgeted cost: £7385

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 need 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
Support Physical Wellbeing to ensure children are well nourished	Provide breakfast, top-up lunches where needed.	6

Total budgeted cost: £ 20,775

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 2021 to 2022 academic year.

Outcomes at the end of KS2 for all pupils in reading and writing was in line with national average, maths was lower.

Children working at Age-related Standards (ARE) across the school:

NB: When comparing percentages, there is a significant difference in the percentage value of one pupil in the PPG group and one pupil in the non-PPG which can distort the data: PPG Data – 1 pupil equal to 6% / in the non-PPG group, 1 pupil equal to 1.5%

Reading: PPG 56% / Non-PPG 73%

Writing: PPG 50% / Non-PPG 75%

Maths: PPG 50% / Non-PPG 84%

The data highlights an increase in the attainment gap. Further analyses is used to identify the barriers to learning and to plan for appropriate support in 2022-2023.

In the Phonics Screening test, 67% of pupil passed in a cohort of 13 pupils. 33% of pupils in receipt of PPG passed. (See not above regarding distortion of statistics for low cohort numbers)

Attendance of Pupil Premium pupils was 84.37% compared to Non-FSM at 90.30%. This is an issue to continue to improve.

The school ELSA left in February, up to this point we were able to respond to SEMH issues so children are supported earlier than in the past and are learning strategies to help them cope with different situations. The SENDCO and Headteacher continued to provide support whilst a new ELSA was trained.

PFSA provided intervention for families needing support, this has reduced disruption to pupils' learning as their circumstances (for example, emotional wellbeing, organisation and routines, attendance) improved in the majority of cases.

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

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