



Kingston St Mary C of E Primary School

PUPIL PREMIUM STRATEGY STATEMENT 2023-2024

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	97
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	27 th November
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing Body
Pupil premium lead	Kim Greenslade
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
Recovery premium funding allocation this academic year	£2501
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	£28,691

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	Areas of low attainment identified in 2022-2023
2	Inconsistency of pupil numbers year on year
3	Low emotional intelligence and resilience.
4	Parental engagement
5	Chaotic home life
6	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 2 all subjects Year 3 Writing & Maths Year 4 Writing Year 5 Writing
Phonics	Percentage of Pupils 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: £16,001

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: £6156

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: £6534

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. This includes participation in upper school residential.	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: £ 28,678

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 **2022-2023** academic year.

Outcomes at the end of KS2 – no significant difference to national for all pupils in reading, writing and maths.
Progress also had no significant difference to national.

Outcomes for pupils entitled to Pupil Premium:
Of the nineteen children entitled to FSM at the end of 2022 53% are working at the expected standard.
Analyses of the 47% not working at expected standard help identify mitigating circumstances and potential barriers to learning to inform support for 2023-2024. These cannot be included in the report at the risk of being able to identify individual pupils.

In the Phonics Screening test, 63% of pupil passed in a cohort of 11 pupils – no significant difference to national.

An ELSA was trained in the Autumn term and support started in the spring term. This continues to have a positive impact on pupil wellbeing for all pupils in need of the support

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