

Pupil premium strategy statement – Kingston St Mary C of E Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	20/11/2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Governing Body
Pupil premium lead	Kim Greenslade
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2808
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,568

Part A: Pupil premium strategy plan

Statement of intent

At Kingston St Mary C of E Primary School, we use the Pupil Premium Grant to sustain high quality teaching and support for pupils in the classroom, to provide targeted support where the need is identified and to ensure that no child is excluded from the wider 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.
- Provide recourses to enable all pupils to access the full range of both curricular and extra-curricular activities.
- Contribute to the 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	Inconsistency in pupil numbers impacting staffing levels and provision to support PP pupils to close the gap.
2	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading, writing, maths support or learning modelled to them.
3	Experiencing limited or a narrow variety of learning / life opportunities outside school compared with peers.
4	Emotional & social issues resulting in low self-esteem and resilience which affects behaviour for learning and a family's ability to support learning.

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
Progress in reading, writing and maths. Targeted pupils who are below ARE at end of summer 2024 to make accelerated progress to close the gap Targeted PP pupils who were at ARE at end of Sum2024 to achieve ARE	Analyse data from the summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions. All PP children to achieve in line with the national average, including more PP pupils to achieve in line with their peers at ARE.
Phonics Targeted pupils to achieve pass on the phonics screening check.	Use phonics assessments for all pupils in YR to Y2 and those in KS2 who did not pass the check previously to identify children that need additional support in phonics.
Access to extra-curricular and enrichment activities for PP children	Pupil Premium children have the same opportunities to participate in extra-curricular and enrichment activities.
Reduce social and emotional barriers to learning	Identify children whose behaviour for learning is impacted by emotional and social issues and give support to improve resilience.

Activity in this academic year

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

EEF approach that underpins our evidence:

The approach is focused upon three key strands:

- Great Teaching and whole school strategies, 'Quality First Teaching' at the heart
- Targeted support
- Wider strategies

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain four class structure with qualified teachers to provide quality first teaching	Teachers providing first quality teaching has the biggest impact on pupil outcomes.	1
Ensure we have enough Teaching Assistants to provide support within mixed aged classes as well as plug gaps in learning as they are identified.	In addition to first quality teaching from teachers, pupils benefit and make good progress from quick, unplanned intervention to address misconceptions early.	1,2
Provide staffing levels to support small Phonics groups to 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

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

Budgeted cost: £8,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured 1:1 or small group interventions across the school.	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: £5,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff for emotional wellbeing 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

Total budgeted cost: £31,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes at the end of KS2 2024 demonstrate results for all pupils in reading, writing and maths are either in line or above.

At Year 6, Pupil Premium pupils performed in line with their peers.

Reading: PPG 75% non-PPG 80%

Writing: PPG 75% non-PPG 100%

Maths: PPG 75% non-PPG 100%

Outcomes for the whole school

Due to small cohorts, sharing split data into year groups risks highlighting outcomes for individual pupils, therefore comparison outcomes for pupils in receipt of Pupil Premium against those not in receipt, are shown for the whole school:

Reading: PPG 38% non-PPG 65%

Writing: PPG 38% non-PPG 61%

Maths: PPG 46% non-PPG 75%

Whilst data highlights a gap between non-PPG pupils and PPG pupils, analyses of the data identifies other mitigating circumstances for some pupils, for example, SEND.

Historical data demonstrated that as children move through the school, to the end of KS2, attainment for PPG pupils (without SEND) improves to be in line with their peers.

ELSA provision supported vulnerable pupils throughout the year, including through transition to secondary school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.