

Pupil premium strategy statement

Kineton CE Primary School

This statement details our school's use of pupil premium and recovery 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	205
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2024/25
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Local academy council
Pupil premium lead	Margaret Pollard (Headteacher)
Governor / Trustee lead	Helen Sayers, governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37830
Recovery premium funding allocation this academic year	£ 4 205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
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>	£ 42035

Part A: Pupil premium strategy plan

Statement of intent

At Kineton Primary School, it is our intention is that all pupils receive the best possible school experience. We have high ambition for all our pupils to experience success and to flourish in our school. We aim for all children to feel valued and cared for, develop resilience and leave our school well-prepared for the next stage in their life.

Our pupil premium strategy aims to support disadvantaged pupils to become successful young people. We particularly focus on developing the basic skills of reading, writing and maths along with providing enhanced pastoral, social and emotional support. We also support families in enabling their child's regular and punctual attendance.

We recognise that the needs of children and their families are varied and our support is therefore flexible.

Best outcomes for children are achieved through high quality teaching and we therefore focus staff development on areas which will benefit all children, but particularly disadvantaged children.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the pupil premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for the Pupil Premium.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of pupil premium interventions at one time.

All staff have responsibility for the outcomes of the disadvantaged children in our school. Their academic progress and provision is reviewed at least termly by class teachers and senior leaders of the school. In addition, any child with identified special educational needs and disabilities is supported by the school's SEN team, with parents encouraged to be actively involved in planning and reviewing provision and achievements for their child.

Challenges

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

Challenge number	Detail of challenge
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1	Slow progress in reading, writing and maths across the school.
2	Lower attainment of some disadvantaged pupils.
3	Lower than usual starting points in speech and language for some of our younger pupils.
4	Some children experiencing challenges completing home learning activities.
5	Increasing number of EAL / refugee children across the school requiring additional support with language acquisition and social, emotional support.
6	Lower attendance / poor punctuality for a small number of disadvantaged children.
7	Some children experiencing higher levels of anxiety and low self-esteem. Others are having difficulties with social interactions.

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
Increase the progress made by disadvantaged children in reading, writing and maths	End of year assessments show increased progress being made by disadvantaged children.
Increase the number of disadvantaged pupils achieving EXS in reading, writing and maths.	End of year assessments show increased % of disadvantaged children achieving ARE / meeting their individual targets.
Children in EYFS and KS1 develop good communication skills	Majority of speech and language targets set by therapist achieved by pupils
Increase engagement with home learning activities by disadvantaged pupils	Majority of disadvantaged pupils complete home learning activities
EAL children settle well into school and are supported to develop their language and academic skills.	75% of EAL children make at least expected progress over the year
Disadvantaged pupils attend regularly and arrive at school on time	Families of vulnerable children with attendance below 90% are supported to improve their child's attendance and punctuality.
Reduction in anxiety and happier playtimes for children. Introduction of pastoral manager and staff training in Thrive.	Children enjoy playtimes and lunchtimes more meaning they are more ready to learn and less learning time is lost. Children feel less anxious and have someone to talk to about their worries. Attendance improves.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants available to support maths and English learning .	Teaching assistants have positive impact on classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guideto-the-Pupil-Premium-Autumn-2021.pdf	1, 2, 3
Professional development for teachers and teaching assistants using the Walkthrus programme, with a particular focus on the effective use of questioning and feedback.	Walkthrus are strategies based on extensive research by a number of highly respected educationalists, proven to have strong impact on pupil outcomes. www.walkthrus.co.uk	1,2,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes have the support of a teaching assistant most mornings to assist with English and maths.	Pre-teaching and immediate personal feedback results in increased progress, retention of learning and reduced misconceptions. (Sutton Trust).	1,2,3,5
Provide additional small group intervention activities for highest priority children based on regular reviews of need.	High quality teaching and specific targeting of misconceptions / areas of difficulty enable children to close the gap with their peers and avoid gaps in learning becoming deep-rooted.	1,2,3,5

Small group school led tutoring in KS2 in spring term.	Identified pupils receive targeted tuition in maths or English to help them achieve age related expectations.	1,2,3,4
Employment of external agency support to offer specialist advice and support e.g. SEN supported, Educational Psychologist, Speech and Language Therapist	Specialist advice enables school staff to provide the most appropriate support to identified pupils, facilitating their progress, engagement and attainment.	1,2,3,5
Provision of online learning resources and equipment to facilitate home learning	Children more able to complete home learning when parents are less able to support.	1,2,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key personnel identified and trained to be lead professional for families requiring Early Help support	Research demonstrates the value of early intervention to support families experiencing difficulties. The Early Help process facilitates the provision of bespoke support to individual families and is in line with Warwickshire's strategy for supporting vulnerable children.	4, 5, 6
Introduction of pastoral manager to provide advice and support to identified children and their families.	Introduction of Thrive Approach, based on extensive research. https://www.thriveapproach.com/impact-and-research ;	7
Support for children to access music lessons, after school clubs, school trips	Developing children's social, emotional and wider experiences improves peer relationships, attitudes, behaviour and academic outcomes. EEFSocial_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	1,2,5

Total budgeted cost: £42035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data for the last three years shows that overall, attainment of disadvantaged pupils is broadly in line with the attainment of non-pupil premium pupils. However, due to the small number of PP children in each class, care should be taken in making direct comparisons which are not statistically reliable. We consider all pupils as individuals and review outcomes for PP children on a termly basis, making adjustments to provision as needed.

A key strategy at Kineton Primary is providing additional teaching assistant support in classes, particularly in the mornings. This enables children to settle more quickly, with the time to discuss any issues and be supported where necessary to be ready for the school day.

Observations of classes across school and reviewing pupils' learning in books demonstrates an emerging need for children to develop resilience in learning and build their concentration to maximise achievement. Class adults are crucial in supporting with this.

Teaching assistants provide high quality support for the teaching of maths and English, supplemented with individual and small group interventions in the afternoon as needed e.g. speech and language, physiotherapy, phonics, handwriting, social skills and pre-teaching. Afternoon support is reviewed and refreshed half-termly to allow time for embedding. This has enabled children to achieve the majority of their targets related to these areas.

In 2022/23 teachers provided small group tuition through the school led tutoring programme. These children were identified using termly assessments. These included children who we had seen had slipped in their progress from either achieving greater depth or the expected standard. Several of them were in receipt of PP premium. Data showed that the majority of children in receipt of this support made at least expected progress in the targeted area.

Attendance has continued to be a focus for some of our PP families with whom we work to remove barriers to attendance as needed.

