

Kineton CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Review Date: August 2025

School overview

Detail	Data
School name	Kineton CE Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	August 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Sophie Knee-Higgins (Chair, Local Academy Council)
Pupil premium lead	Margaret Pollard (Headteacher)
Governor / Trustee lead	Helen Sayers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37830
Recovery premium funding allocation this academic year	£4205
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	£42035

Part A: Pupil premium strategy plan

Statement of intent

At Kineton Primary, it is our intention is that all pupils receive the best possible school experience, where our high expectations are matched by an aspirational, innovative curriculum; well trained staff; and families are supported to match the ambitions we have for our children.

We believe that all children, irrespective of their background or the challenges they face, should experience success; feel valuable and cared for; are equipped with strategies to become successful people; and who leave our school with ownership over their own life choices. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a particular emphasis on the core basics of reading, writing and key maths knowledge and skills and providing a structured scheme of Social, Emotional Mental Health (SEMH) support for children and families which complements and enhances our curriculum and supports safeguarding all of our school community.

We consider the challenges faced by all pupils, not only those classed as vulnerable, such as those who have a social worker, receiving Early Help or experiencing attendance difficulties and those with SEMH (particularly anxiety) issues which can disrupt engagement in school life.

Our strategy recognises that the level of support individual children and families need varies at different times so is a flexible approach.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Academic progress of all pupils is reviewed at least termly. Additionally, there is a

dedicated team who plan, review and co-ordinate and deliver Special educational Needs and Disabilities (SEND) and SEMH support for identified children. This includes any children we identify as being vulnerable to finding engagement in school life difficult for any reason, not only children termed 'disadvantaged'.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress in reading, writing and maths across the school.
2	Lower attendance of some disadvantaged pupils.
3	Lower than usual starting points in speech and language for some of our younger pupils.
4	Weaker skills in oracy across the curriculum
5	Increasing number of children across the school requiring additional support with social, emotional support.

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.
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
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.
Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	The THRIVE programme is in place and children who would benefit from it are identified and regularly supported. Key families identified and supported through the Early Help process as appropriate.

	<p>THRIVE assessments show that key children are making progress.</p> <p>All staff have received annual training in supporting SEMH issues, following a restorative approach to behaviour.</p> <p>The PSHE curriculum incorporates THRIVE and supports all children to develop the vocabulary and skills to express emotions and manage feelings.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	The MAT's focus on oracy will be evident in lesson observations. Alongside this, vocabulary will be clearly displayed and used in classrooms and children will know how to access and use new vocabulary.

Activity in this academic year

This details how we intend to spend our pupil premium **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, 3,4
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	1,3,4

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

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
The Thrive Team, Year 2, Year 1 and Reception Teaching Assistants are available at the start of the day to welcome anxious children in to school and to support early learning and check in with key families.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,5
Ensure that there is a dedicated adult available to support SEMH needs across the whole school each day.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2,5
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).	1,2,3,4
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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE team embedded and supporting children, liaising with vulnerable families	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2,5

<p>Key personnel identified and trained to be lead professional for families requiring Early Help support</p>	<p>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.</p>	<p>2,5</p>
<p>Support for children to access music lessons, after school clubs, school trips</p>	<p>Developing children's social, emotional and wider experiences improves peer relationships, attitudes, behaviour and academic outcomes.</p> <p>EEFSocial_and_Emotional_Learning.pdf f (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
<p>Whole school training on Inclusive Attendance to facilitate the support of children from vulnerable families to attend school as often as possible.</p>	<p>Based on the principles of belonging and connectedness, we recognise the vital role of each staff member</p> <p>The work of Professor Katherine Weare (2015) and Thalia González et al (2021) underpins the model which focuses on adopting mental health, social well-being, and restorative practice strategies to implement a range of interventions which builds a culture of belonging for all children and their families.</p>	<p>All</p>

Total budgeted cost: £47360

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 showed that the progress of disadvantaged children is generally in line with the progress of non-disadvantaged children although attainment is lower. This is particularly the case

Whilst we have faced a significant challenge in recruitment and retention of support staff over the past 3 years, we have managed to ensure that every year group has a Teaching Assistant each morning and that this is supplemented by providing additional Teaching Assistant support during afternoons across both key stages to provide a blend of targeted academic support (handwriting, reading, basic maths knowledge) where identified and additional support for all children close to the point of teaching to reinforce learning, provide pre-learning and address misconceptions. This is flexible and supports all children, as necessary. We review this support regularly to assess its success and to refine our practice. The number of vulnerable children has risen considerably recently and we have allocated additional funding to intervention as a result.

As with many schools across the country, we have seen a marked rise in the number of children displaying anxiety, especially those who also have SEND. These children require additional daily support to help them to engage in school life. We have therefore invested heavily in the THRIVE programme, with two practitioners fully trained and have staff trained in Mental Health First Aid also. Whole school Thrive training enables staff to support all children in developing the vocabulary, awareness and strategies required to help them to deal with anxiety and other difficult emotions which means that they can then focus on academic learning more easily. To supplement this, we have dedicated adults who work with children in need of nurture, and support responsive to daily need. We offer a drop off club to enable children who are anxious when separating from parents and carers to enter school in a calm, supported way.

Broadly, our attendance has been steady around 97% in the pre-Covid years, although there have been a group of children who have had attendance below 90%. These children and families all have individual needs and work closely with our Thrive team to help them to improve their attendance. Our overall attendance has risen from 93% in 2021/22 to 95.1% in 2023/24.

Our assessments and observations indicated that pupils social and communication skills, wellbeing and mental health were still behind our previous developmental

expectations for most year groups. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have reviewed and re-written our behaviour policy to introduce and develop a focus on restorative practices.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We additionally used funding to provide after school sports opportunities run by qualified coaches free of charge to children across the whole school, covered the cost of music lessons, residential and school visits and singing opportunities, thus widening their experiences and opportunities.