

# Pupil premium strategy statement –Kineton CE 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	204
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 - 2026-27
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Christian Hilton (CEO Stour Federation Multi Academy Trust)
Pupil premium lead	Margaret Pollard (Headteacher)
Governor / Trustee lead	Helen Sayers (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47360
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£47360

# 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. Our coherent curriculum enables children to build on their knowledge and skills throughout their time with us. We aim for all children to feel valued and cared for, to 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 through an equity approach. 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.

In order to achieve this, we aim to nurture authentic individual relationships with all pupils, recognising and celebrating that we are all different. Our school values of love, encouragement, respect, responsibility, honesty, forgiveness, perseverance and teamwork, along with our drive to teach children about the 6Cs of Deep Learning (character, citizenship, collaboration, communication, creativity and critical thinking), enable the children to be their best.

We recognise that the needs of children and their families are varied and our support is therefore flexible. We aim to provide additional support to pupils and families who need it most to prosper at school, believing that all pupils can flourish in the classroom. We focus on what pupils can do and recognise that talent comes in many forms, not just academic.

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, there are dedicated teams who

plan, review, co-ordinate and deliver Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) support for identified children, 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
1	Attendance and punctuality: school wide culture aligned with vision and values; creating a sense of belonging; transitioning into school; identifying barriers; collaborative working with families; proactive solutions.
2	Communication and interaction: lack of early Speech & Language provision including specialist support and communal working with preschool settings; support for families, including screen time and sleep patterns; opportunities for developing oracy skills; earlier identification and targeted intervention; opportunities for play and learning including the ability to interact.
3	SEND and disadvantaged provision and progress: reflect on current practice; solve problems collaboratively; improve SEND provision; accessibility to learning, enrichment and life experiences.
4	Preparing children for life outside school: develop cultural capital; transition opportunities; widening social circles; achievement, engagement, motivation and aspiration.
5	Helping children to develop personal, social and emotional skills to thrive in and out of school and to develop effective relationships.

## 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
Targeted families overall attendance and punctuality increases.	Overall school attendance is 96%+ Lateness is below 0.5%
Children demonstrate increased communication and interaction skills.	Parent, children and staff surveys show an increased happiness with school life. 80% + Y1 PSC. 80% of children achieving PSED GLD increases. 80% of children achieving GLD in Communication and Language increases.

	<p>Number of staff trained to support Speech and Language increases.</p> <p>Number of recorded incidents of behaviour issues related to relationships between children decreases.</p> <p>Targeted early intervention is strategically planned, delivered and is effective.</p>
<p>SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.</p>	<p>Key measures: GLD,Y1 PSC,Y4 MTC,Y6 SATS are at least in line with comparative measures.</p> <p>Termly assessments and pupil progress reviews show that progress is at least good for targeted children.</p> <p>All children make at least good progress from their starting points.</p>
<p>All children are well supported to engage in after school activities, wider curriculum activities and feel that they are valued and belong to our school and feel connected to our community.</p>	<p>All children are encouraged and supported to represent the school in some way by the end of Y6.</p> <p>All children who want to attend school trips are supported to attend.</p> <p>Parental satisfaction and engagement and support is high (measured through attendance at workshops, parents' evenings, review meetings).</p> <p>Children's satisfaction and happiness is high (measured through pupil surveys).</p> <p>There is a wide variety of events in the community each year in which children are encouraged to participate e.g. class advocacy events, Kineton Victorian Evening Choir, cluster sporting events, local church services.</p>
<p>Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience and know pathways to support available to them.</p>	<p>Thrive is well-established and used effectively by all staff.</p> <p>Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents.</p> <p>Thrive screenings show that interventions are effective.</p> <p>Surveys of the whole school community show that there is a high level of belonging and happiness.</p> <p>The 6 C's are evident in the culture and ethos of the school.</p>

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging, accessible curriculum - regular reviews & training.	<p>Walk Thrus: <a href="#">Teacher Walkthrus</a></p> <p>Scaffolding/Differentiation - lesson obs</p> <p>Maximising impact of Teaching Assistants - EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a></p> <p>Phonics training - RWI</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a></p> <p>Mastering Number: <a href="#">Mastering Number at Reception and Key Stage 1</a></p>	1, 3
Oracy development.	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oracy in Maths</a></p> <p><a href="#">Voice 21 Oracy Framework</a></p>	2
SEND Inclusion Framework	<p><a href="#">Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools</a></p> <p><a href="#">Telling the Story: the English education subject report</a></p> <p><a href="#">EEF Preparing for Literacy</a></p> <p><a href="#">Warwickshire SEND Inclusion Framework for Schools</a></p>	3
Wave 1 provision - school provision map	<p>Quality First Teaching</p> <p><a href="#">SEND Code of Practice</a></p> <p><a href="#">SEND at Kineton CE Primary School.</a></p>	3
Behaviour: reviewing & update policies, monitoring, consistency of effective use, training, effective use of CPoms, behaviour curriculum, 6Cs.	<p><a href="#">New Pedagogies for Deep Learning 6Cs</a></p> <p>Mark Finnis - Restorative Practice</p> <p>Paul Dix - When the Adults Change</p> <p><a href="#">Positive Behaviour, Relationships and Wellbeing Policy</a></p>	5

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	<a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a>	1
Early Help	<a href="https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1">https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1</a>	1
Identifying barriers and working with families	<a href="https://drrossgreene.com/lost-at-school.htm">https://drrossgreene.com/lost-at-school.htm</a>	1
S&L interventions: WellComm, Time to Talk, SaLT	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Attendance	<a href="#">Working Together to Improve School Attendance</a>	1

	<a href="#">ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England</a> <a href="#">ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence.</a> <a href="#">Inclusive Attendance</a>	
Signposting families; Mental Health in Schools Team workshops; newsletters; Family Information Service	<a href="#">FIS</a> <a href="#">RISE</a> <a href="#">Mental Health in Schools Team</a>	2
Increase communication and collaboration with preschool settings.	Internal data tracking - PSED, Communication & Language scores, Reception Baseline <a href="https://www.eyalliance.org.uk/hello-big-school-managing-transitions">https://www.eyalliance.org.uk/hello-big-school-managing-transitions</a>	2
Enrichment and play opportunities: OPAL, trips & visitors, clubs, cluster sports.	<a href="#">OPAL: The Case for Play in Schools</a> <a href="https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium">https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3, 4
Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum meetings; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools	<a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £48000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

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 children close to the point of teaching to reinforce learning, provide pre-learning and address misconceptions was provided. This was used flexibly and supported identified children, as necessary.

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 reviewed and re-wrote our behaviour policy to introduce and develop a focus on restorative practices and positive relationships.

## 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.*

<b>Programme</b>	<b>Provider</b>
N/A	

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## 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.*