

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	208 (Oct 2025 Census)
Proportion (%) of pupil premium eligible pupils	16% (Oct 2025 Census)
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)	2025-2026-27
Date this statement was published	27.11.25
Date on which it will be reviewed	27.11.26
Statement authorised by	Christian Hilton (CEO Stour Federation Multi Academy Trust)
Pupil premium lead	Jenny Mitchell-Hilton (Headteacher)
Governor / Trustee lead	Sophie Knee-Higgins (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42420 Inc 2xPost LAC (£2630)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47680

Part A: Pupil premium strategy plan

Statement of intent

At Kineton Primary School, it is our intention 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 in all aspects of school life. 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 by systematically addressing barriers to their well-being and achievement.

We recognise that attainment gaps nationally are persistent, and our strategy is driven by The Stour Federation's commitment to Equity-Equality Investments to overcome these extra barriers. We particularly focus on developing the basic skills of oracy, 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 adopt a tiered approach, starting with high quality inclusive teaching as our foundation and best intervention. We aim to nurture authentic individual relationships with all pupils, rooted in strong connections, 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 Trust's 6 global competencies (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. Our focus is on identifying and removing specific barriers to learning, rooting provision in a deep, contextual understanding of the individual child. 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. We therefore focus staff development on adaptive teaching 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. The EEF toolkit is used to ensure strategies are evidence-informed and cost-effective.

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. We use the assess, plan, do, review cycle to ensure effectiveness. 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: Further improve disadvantaged pupils' overall absence, aligning school culture with vision and values, creating a strong sense of belonging, identifying specific barriers to attendance, and collaborative working with families to find proactive solutions.
2	Communication, Interaction: Early speech & language provision and support for families. This includes opportunities for developing oracy skills. Early identification and targeted intervention are needed to address under-developed oral language skills and vocabulary gaps among disadvantaged pupils from EYFS through KS2. Provide opportunities for play and learning including the ability to interact with peers and adults. Support for families, including screentime and sleep patterns
3	Securing Strong Academic Foundations (Reading, Writing, Maths): High quality first teaching must be prioritised for all pupils. Attainment gaps exist across key stages, particularly in writing. Ensure there is quality, consistency, and accessibility of core curriculum provision for children with SEND and those who are disadvantaged, particularly focusing on reading, writing and maths basic skills.
4	Social, Emotional, and Mental Health (SEMH): Reduce levels of anxiety, increase self-esteem, and social/emotional issues, which negatively impact attainment. We need to ensure effective personal, social and emotional skills are developed to thrive in and out of school, including resilience and effective relationship forming.
5	Cultural Capital and Aspiration: Carefully planned opportunities for enrichment, trips, and experiences to raise aspirations, widen social circles, and develop cultural capital to prepare them for a rich life outside school ensuring there are no barriers to their dreams and ambitions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027/28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Targeted families overall attendance and punctuality increases.	<ul style="list-style-type: none"> ● Overall school attendance is sustained at 97%+ ● Lateness is below 0.5% ● The persistent absence gap between disadvantaged pupils and non-disadvantaged pupils is closing.
Children demonstrate increased communication and interaction skills through effective oracy.	<ul style="list-style-type: none"> ● Parent, children and staff surveys show an increased happiness with school life. ● 90% + Y1 PSC ● PSC outcomes for disadvantaged pupils are in line with, or above, non-disadvantaged pupils nationally. ● At least 80% of children achieving PSED GLD. ● At least 80% of children achieving GLD in Communication and Language increases. ● Number of staff trained to support Speech and Language increases. ● Number of recorded incidents of behaviour issues related to relationships between children decreases. ● Targeted early intervention is strategically planned, delivered and is effective.
SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.	<ul style="list-style-type: none"> ● KS2 outcomes in Reading, Writing and Maths (combined) show that disadvantaged pupils are no more than 5% below their cohort (in line with exemplar ambition). ● Key measures: GLD, Y1 PSC, Y4 MTC, Y6 SATS are at least in line with comparative national measures. ● Termly assessments and pupil progress reviews show that progress is at least good for targeted children. ● High Quality Inclusive Teaching (HQIT) is consistently evident in all classes, embedding The Stour Federation's 5-a-day Adaptive Teaching Approach. ● 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. ● All children make at least good progress from their starting points.
Children have the necessary skills, vocabulary and support to enable them to form effective relationships	<ul style="list-style-type: none"> ● Thrive is well-established and used effectively by all staff to support social and emotional development.

<p>with peers and adults; have a positive self-image and resilience.</p>	<ul style="list-style-type: none"> ● Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents. ● Surveys of the whole school community show that there is a high level of belonging and happiness ● The 6C's are evident in the culture and ethos of the school. ● Thrive screenings show that interventions are effective.
<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>	<ul style="list-style-type: none"> ● All children are encouraged and supported to represent the school in some way and participate in a variety of community events by the end of Y6. ● All children who want to attend school trips are supported to attend. ● Parental satisfaction and engagement and support is high (measured through attendance at workshops, parents' evenings, review meetings). ● Children's satisfaction and happiness is high (measured through pupil surveys). ● Parental satisfaction and engagement is high.
<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>	<ul style="list-style-type: none"> ● Thrive is well-established and used effectively by all staff to address specific needs of individual class and pupils. ● Thrive screenings show that interventions are effective. ● Surveys of the whole school community show that there is a high level of belonging and happiness. ● The 6 C's are evident in the culture and ethos of the school.

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed High Quality Inclusive Teaching	<ul style="list-style-type: none"> ● HQIT is the most effective inclusion strategy and the primary 	3

<p>(HQIT), focusing on the Stour Federation's 5-a-day Adaptive Teaching Approach.</p>	<p>lever for securing success, disproportionately benefiting pupils who struggle.</p> <ul style="list-style-type: none"> • EEF: Metacognition & self-regulation (+7 months) • Explicit Instruction/Scaffolding. • SEND Code of Practice • SEND at Kineton CE Primary School. 	
<p>Engaging, accessible curriculum - regular reviews & training, incorporating Inclusion by Design.</p>	<ul style="list-style-type: none"> • Training on Scaffolding/Differentiation (Walk Thrus Teacher Walkthrus). • Maximising impact of Teaching Assistants (EEF). • Ensure accessible design features are used as a 'normal way of working' to remove stigma. 	2,3,5
<p>Oracy development through use of Voice 21 Oracy Framework.</p>	<ul style="list-style-type: none"> • Oral language interventions have a strong evidence base indicating high impacts on reading outcomes. Oral language interventions Toolkit Strand Education Endowment Foundation EEF • Developing expressive language and vocabulary in early education helps close the gap. • Oracy in Maths • Voice 21 Oracy Framework 	2
<p>Phonics training (RWI) and Mastering Number training to secure strong foundations in the fundamental concepts.</p>	<ul style="list-style-type: none"> • Phonics training - RWI. • Mastering Number: Mastering Number at Reception and Key Stage 1 	2,3
<p>Behaviour: reviewing & update policies (e.g., embedding Restorative Practice and the Behaviour Curriculum), monitoring, consistency of effective use, training, focusing on the 6Cs.</p>	<ul style="list-style-type: none"> • Consistent systems and routines create predictability and emotional safety. EEF: Behaviour interventions. New Pedagogies for Deep Learning 6Cs. • New Pedagogies for Deep Learning 6Cs • Mark Finnis - Restorative Practice • Paul Dix - When the Adults Change • Positive Behaviour, Relationships and Wellbeing Policy 	4,5

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help and Family Support: Identifying barriers and working with families	https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1 Building deep, constructive, trusting relationships with families is a cornerstone of inclusive practice. https://drrossgreene.com/lost-at-school.htm	1,4
Targeted S&L interventions: WellComm, Time to Talk, SaLT delivery, aligned with classroom teaching	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics, delivered by trained staff.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF: One to one tuition (+5 months). EEF: Small group tuition (+4 months). Interventions must be targeted at specific needs/knowledge gaps.	3
Thrive provision: Supporting children requiring intensive social and emotional development.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://www.thriveapproach.com The Thrive Approach is central to the Stour Federation's commitment to wellbeing and resilience.	1,4

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

Budgeted cost: £2680

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Inclusive Attendance Strategy. Training and implementing principles set out in DfE's Improving School Attendance advice.</p>	<p>Working Together to Improve School Attendance DfE guidance is informed by schools that significantly reduced absence. Attendance is essential for attainment and wider life chances. Assuring the family situation is looked at holistically (Maslow's Hierarchy of Needs) is key. ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence. Inclusive Attendance</p>	<p>1</p>
<p>Increase communication and collaboration with preschool settings</p>	<p>Internal data tracking shows deficits in PSED and Communication & Language scores. Essential for intervening early to prevent attainment gaps from growing. https://www.eyalliance.org.uk/hello-big-school-managing-transitions</p>	<p>2</p>
<p>Enrichment and play opportunities: OPAL (Outdoor Play and Learning), trips & visitors, clubs, cluster sports</p>	<p>Used to address cultural capital and low aspirations. EEF notes wider benefits such as more positive attitudes to learning and increased well-being. OPAL promotes collaboration, teamwork, and social interaction. OPAL: The Case for Play in Schools https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4,5</p>
<p>Signposting families to FIS, RISE, Mental Health in Schools Team workshops.</p>	<p>Supports pupils and families with SEMH needs that impact learning. FIS RISE Mental Health in Schools Team</p>	<p>4</p>
<p>Promotion of strong levels of behaviour and high self-esteem</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) Lifespace Mentoring</p>	<p>5</p>

Total budgeted cost: £47680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on the October 2024 census: 36 children 17.3%

Teaching

Our internal assessments during 2024/25 showed that the progress of disadvantaged children is generally good with the gap closing between disadvantaged and non-disadvantaged groups. Attainment between disadvantaged and non-disadvantaged groups is wider in writing than in reading and maths, but this does vary across year groups.

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 and is reflected in pupil outcomes.

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 continue to invest heavily in the THRIVE programme, with two practitioners fully trained and have staff trained in Mental Health First Aid also. The introduction of Zones of Regulation 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 is responsive to daily needs. 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%. Through whole staff training and introduction of new systems and processes, attendance has improved from 93% in 2021/22 to 96% 2024-25. Some disadvantaged children and families have individual needs and work closely with our Thrive team and school leaders to help them to improve their attendance. Our persistent absence levels are well below national at 9%.

Early Support has been offered to a number of vulnerable families. 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 partially fund the introduction of OPAL (Outdoor Plan and Learning project) into our school. The introduction of the programme has been highly successful, enabling pupils to develop skills of collaboration, team work and social interaction through play. Pupil leadership opportunities have also been provided with children keen to undertake the role of play leader.

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
Thrive	Thrive
OPAL	OPAL
RWI Phonics	RWI Phonics
Time to Talk	Warwickshire Speech and Language Service
WellComm	WellComm
EPATT	Warwickshire Education Psychologist Service
MHST	Mental Health in Schools Teams

Service pupil premium funding (optional)

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