

# Pupil premium strategy statement – 2023-2026

## 2025 Review comments in purple

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.

This is the first year of our three-year strategy. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

## School overview

| Detail  | Data                       |
|---|----------------------------|
| School name   | Kingsham Primary School    |
| Number of pupils in school  | 284                        |
| Proportion (%) of pupil premium eligible pupils   | 31%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 - 2026                |
| Date this statement was published   | October 2023               |
| Date on which it will be reviewed   | July 2025                  |
| Statement authorised by   | Lee Dallinger, Headteacher |
| Pupil premium lead  | Lee Dallinger, Headteacher |
| Governor / Trustee lead   | Suzanna Troy, Governor     |

## Funding overview

| Detail  | Amount                                      |
|---|---|
| Pupil premium funding allocation this academic year   | £143 730                                    |
| Recovery premium funding allocation this academic year  | £13 340                                     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)<br><i>Recovery Premium carried over from previous year.</i>                          | £ 0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £157 070<br><i>Amount received £153 941</i> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is to diminish the attainment gap between disadvantaged pupils and their peers, whilst raising attainment for all pupils. Consideration will be given to those who are vulnerable; such as those with social workers and young carers.

The activities outlined in this statement are intended to support pupils' needs and in particular to raise attainment for those children who are disadvantaged. These strategies will benefit all pupils in school as they have been proven to be effective in having the greatest impact on supporting pupil development.

Our key principles within the strategy are to:

- Ensure quality first teaching for all our pupils (with appropriate support from a Teaching Assistant where possible)
- Provide an ambitious curriculum which revisits and builds upon key threshold concepts and which cherishes reading at the heart from Reception to Yr 6.
- Support pupils to become resilient, respectful, co-operative and aspirational citizens, with very good school attendance
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure all children have access to a range of educational experiences, residential and school visits

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Some disadvantaged children are struggling to adapt their learning behaviour to a classroom environment. They need targeted emotional support to ensure they are ready to learn and can reach their potential, avoid missing any more time in school and prevent any suspensions across the school. |
| 2                | The attainment gap between disadvantaged and non-disadvantaged pupils has widened as a result of COVID-19, and assessment data shows that the overall attainment of pupils has dropped due to children missing education.   |

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| 3 | Multiple complex barriers exist for some of our children. These include SEND (pupils who have a learning difficulty or disability), vulnerable (involvement from a social worker or on the edge of, adopted or recently adopted, temporary housing, young carers, care leavers etc) and those in receipt of Pupil Premium (Pupils who are eligible for free school meals). |
| 4 | Some disadvantaged children are unable to pay for school trips and residential. This could increase a sense of isolation and mean that children miss out on valuable team-building activities and vital experiences beyond the classroom.  |
| 5 | Attendance at Kingsham Primary School was 93.2% (89.7% for disadvantaged children) for the academic year 2022-23. The FFT national level was 93.8%.  |

## 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  |
|--|---|
| Raised attainment in reading, writing, maths across the school   | Difference is diminished within school and attainment is in line with national<br><i>Yr 6 Outcomes:</i><br><i>Reading – 2025 PP 75% - 2024 PP 62%</i><br><i>Writing – 2025 PP 60% - 2024 PP 56%</i><br><i>Mathematics - 2025 PP 54% - 2024 PP 54%</i> |
| Pupils with multiple complex barriers make good progress and their attainment in reading, writing and maths raises | Attainment for these pupils is in line with targets set during personalised pupil progress meetings   |
| Phonics and early reading results continue to improve  | Attainment for all pupils is in line with national - <i>2025 - 70% - national – 80%</i>   |
| More children are reading fluently and widely including accessing books and eBooks at home                         | Difference in Reading assessments are diminished within school and attainment is in line with national. This will also impact the raising in attainment of writing across the school.<br><i>Year 6 Reading – 2025 PP 75% - 2025 national PP 46%</i>   |
| All children attend every trip or residential regardless of financial circumstances                                | 100% attendance at every trip and residential. Any absence from a school trip will not be due to financial reasons.<br><i>- Every child that wanted to go on a school trip or the residential attended. Absence was never for financial reasons.</i>  |
| Increased levels of Learning Behaviours are seen from targeted children  | Suspensions are decreased from 20.5 days in 2022/23 (5 children). Observations show improved learning behaviours from targeted  |

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|--|---|
|  | <p>children to match those of the rest of the school.</p> <p><i>- 0 suspension or exclusions in 2024/25</i></p>   |
| <p>Improved attendance and decrease persistent absence</p> | <p>To ensure Breakfast Club is offered to those families who struggle with attendance and lateness to support them.</p> <p><i>- Breakfast club continues to be offered to support attendance and ensure children are offered breakfast.</i></p> <p><i>Attendance 2024/25 – All children: 95.35% PP: 93.76%</i></p> <p><i>Attendance 2023/24 – All children: 94.69% PP: 92.69%</i></p> |

## 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)

Budgeted cost: £ 68 000 *Actual cost: £50 568*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Increase in amount of teaching assistant time in classrooms.</p> <p>Teaching assistants will be well trained through fortnightly meetings and targeted INSET day training in order to support improved outcomes for disadvantaged children.</p> <p>Specific support in Little Wandle phonics and reading as well as the NELI programme in Early Years.</p> <p>Continued investment in new validated Phonics scheme – Little Wandle – especially in physical books to ensure family engagement with reading from the beginning of the Kingsham journey. All staff to continue to access training – especially new staff.</p> | <p>EEF guidance report: Making the Best use of Teaching Assistants +4 months<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Teaching and Learning Toolkit EEF: Phonics<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | <p>1, 2, 3</p>                |

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

Budgeted cost: £ 40 000 *Actual cost: £38 483*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

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| Academic Mentor to provide targeted academic support to those identified children across the school – especially those with EAL. | EEF – Small group tuition +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2, 3 |
| Teachers and Teaching Assistants to provide one to one or small group tuition to identified children                             | EEF – Small group tuition +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2, 3 |

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

Budgeted cost: £ 50 000 *Actual cost: £64 890*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Thrive Practitioners support vulnerable children at the school (Subscription, training and TA time)  | EEF – Social and Emotional learning +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>   | 1,2,3                         |
| Pastoral Support worker to focus on: <ul style="list-style-type: none"> <li>improving attendance,</li> <li>mental health well-being of children and their families by working with Thought-Full,</li> <li>bereavement</li> </ul> | Supporting parental engagement: EEF – Parental Engagement +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a><br><br>Inside Government blog on Pastoral Initiatives in schools<br><a href="https://blog.insidegovernment.co.uk/schools/pastoral-initiatives-in-schools-what-should-they-include">https://blog.insidegovernment.co.uk/schools/pastoral-initiatives-in-schools-what-should-they-include</a> |                               |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• children's readiness to learn</li> <li>• early help support with identified families</li> </ul>  |   |   |
| <p>Additional funds available for families of disadvantaged children to ensure they can access residentials and trips therefore increasing cultural capital and ensuring they do not miss out on the experiences offered.</p> | <p>Maximising the Impact of the Pupil Premium; Marc Rowland (2018)<br/> <a href="https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/files/cag2018_rosendale_research_school.pdf">https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/files/cag2018_rosendale_research_school.pdf</a></p> | 4 |
| <p>Offer Breakfast Club through the NSBP to selected families eligible for Pupil Premium to support their attendance and ensure they are well nourished in the mornings.</p>  | <p>The NSBP Impact Report July 2021:<br/> <a href="https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf">https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf</a></p>   | 5 |

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*See review in purple under 'Intended Outcomes'*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Further information (optional)

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