

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.

School overview

Detail	Data
School name	Kingsclere CE Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	22.3% (Ever6 FSM)
Academic year/years that our current pupil premium strategy plan covers	2023-24 including 3-year overview details
Date this statement was published	13 December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Jo Messenger
Pupil premium lead	Mrs Karen Bentall
Governor / Trustee lead	Mrs Claire Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,690
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding (and recovery premium*) carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£70,400

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision, values and statement of inclusion, this strategy sets out how we intend to support our most vulnerable pupils to ensure good attainment, progress and development for all.

Rationale for spending priority:

- 1. Targeted academic attainment and progress*
- 2. Improving attendance*
- 3. Social and emotional wellbeing of pupils*
- 4. Meeting basic care needs*
- 5. Enrichment opportunities*

Challenges

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

Challenge number	Detail of challenge
1	Socioeconomic Factors - additional family vulnerabilities, particularly taking into account the current 'cost of living' crisis, which can lead to a range of challenges such as limited access to resources, inadequate housing, and insufficient nutrition. These factors can affect a child's overall well-being and readiness to learn.
2	Social and Emotional Well-being: Children facing socioeconomic challenges may also experience social and emotional difficulties. These can include issues such as low self-esteem, behavioural problems, or mental health issues, which may impact their ability to engage in learning.
3	Language barriers - Poor early and continued expressive language development (including vocabulary acquisition). Children from disadvantaged backgrounds may face language barriers that can affect their communication skills and ability to fully participate in the learning environment. This can lead to feelings of isolation and hinder their academic progress.
4	Special Educational Needs (SEN): A high level of PP children are also SEND 13/45 (29%). Identifying and addressing these needs requires additional resources and support to ensure that every child receives an inclusive education.
5	Parental engagement - Some children from disadvantaged backgrounds may lack the necessary support from home to supplement their education, this can include parental involvement in their learning because of time, perceived skills or reduced expectations as well as access to enrichment opportunities such as cultural events or extracurricular opportunities and resources outside of lesson time.
6	Lower attendance than non-disadvantaged pupils - Some children eligible for Pupil Premium funding may experience challenges with attendance and punctuality. Factors such as unstable home environments, health issues, or lack of reliable transportation can contribute to irregular school attendance.
7	Access to environment (and technology) to support learning - Some children from disadvantaged backgrounds may lack the necessary support and resources at home to complement their education. This can include limited access to books, educational materials, and parental involvement in their learning.
8	Additional complex SEND factors – currently 6 of the 13 children in receipt of PP funding also have an EHCP and 2 further applications are pending early 2024.
9	Ongoing inequalities following disrupted and inconsistent access to structured learning throughout the Covid-19 crisis (March 2020 – July 2021). Children receiving Pupil Premium funding faced educational inequality due to disparities in access to quality teaching, resources, and extracurricular activities to a significantly greater extent than their peers. This has produced widening gaps in learning which, in many cases, continues to hinder their academic progress and limits opportunities for enrichment.

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	Action points/Success Criteria
<p>To reduce the school attendance % difference between PP and non-PP children so that disadvantaged attendance data is in line with, or above, local / national data</p>	<p>Close daily monitoring/tracking of attendance/lateness in line with Policy, including telephone calls on each day of absence, attendance surgeries with the headteacher and support from school and external agencies Actions recorded for individuals on CPOMs Regular reviews with parents/carers in line with Policy and 'Hampshire's Code of Conduct for issuing Penalty Notices' for persistent absentees Head teacher and SLT to monitor attendance termly and analyse data Evidence base:</p> <ul style="list-style-type: none"> • CPOMs records • Attendance records on Scholarpack • Parent consultation meetings
<p>To reduce the % difference between participation of disadvantaged pupils and non-disadvantaged pupils in school led activities such as clubs, trips, expert visitors and when representing the school</p>	<p>Staff to promote school clubs specifically to disadvantaged pupils as part of individual profile actions Funding to be made available to provide financial assistance for paid school clubs, educational visits / invited visitors to children in receipt of Pupil Premium funding Disadvantaged children to be prioritised as school representatives internally and to other schools Bespoke provision through Pupil Profiles for ALL pupils in receipt of Pupil Premium funding will include consideration of termly provisions Sample pupil conferencing to investigate reasons behind lack of participation in school clubs and options available to further encourage participation Records of attendance at school clubs to be closely monitored Records of attendance at Educational Visits to be closely monitored by class teachers Evidence base:</p> <ul style="list-style-type: none"> • Budget provision for support with funding enrichment opportunities • Records of pupil representatives/responsibilities • Individual Pupil Profiles • Sample Pupil Conferencing • Records of attendance at Educational Visits • Records of attendance at school clubs
<p>To raise attainment of disadvantaged pupils, such that progress data is in line with, or above, local / national levels, ensuring good progress for all</p>	<p>School invests in high-quality teaching and professional development for staff to ensure effective classroom instruction, including pupils in receipt of Pupil Premium funding. Adapted instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding. Termly Pupil Progress meetings will consider progress of ALL pupils in receipt of Pupil Premium funding, which includes consideration of termly provisions for additional support in learning,</p>

	<p>including home learning support and interventions to identify specific action points to address any identified needs. This is monitored through the Pupil Profile.</p> <p>Individual Pupil Profiles for all pupils in receipt of Pupil Premium funding</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Records of CPD for all staff • Internal assessment results – INSIGHT • External attainment results – INSIGHT • Pupil Progress meeting minutes and action points for monitoring • Subject Leader Monitoring • Individual Pupil Profiles
<p>To improve the engagement of parents/carers of disadvantaged pupils with school activities</p>	<p>Parent/Carer sample conferencing to identify most appropriate timing of events, how they might best be involved in specific events, preferred communication methods and what resources might facilitate participation</p> <p>Promotion of positive relationships between parents/carers and staff through school newsletters, weekly phase newsletters, telephone communication, office contact. This to be monitored through parent/carer survey/sample conferencing, invitations to Educational Visits</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • CPOMS logs • Careful monitoring of parent/carer attendance at Parent/Carer Workshops, Consultation Evenings, Outcome/Showcase events to analyse impact • Parent/Carer survey • Parent/Carer Evening’s verbal feedback • Parent/Carer sample conferencing
<p>Disadvantaged pupils report feeling safe, happy and successful within school</p>	<p>Pupils in receipt of Pupil Premium funding to be prioritised for ELSA provision – to be recorded and monitored termly, and identified in Individual Pupil Profile</p> <p>Pupils in receipt of Pupil Premium funding to have bespoke termly provision through an Individual Profile ensuring additional adult contact is provided where appropriate. This is monitored regularly by all school staff.</p> <p>Adapted/differentiated instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding.</p> <p>Pupils in receipt of Pupil Premium funding to be prioritised for opportunities to represent the school at events inside and beyond the school.</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Pupil conferencing • Records of ELSA provision and registers • Planning, pupil conferencing and book monitoring to include sample of pupils in receipt of Pupil Premium • Analysis of records of interventions and Pupil Progress meetings notes • Provision and monitoring of Pupil Profiles • Pupil survey

<p>To improve the access to and engagement in home learning</p>	<p>All children receive home learning in line with school guidelines</p> <p>Pupils in receipt of Pupil Premium funding to be offered support with home learning through free lunchtime club run by staff, including qualified teacher.</p> <p>Pupils in receipt of Pupil Premium funding to be offered resources/guidance to complete home learning (e.g., pencils, art resources etc) to help create a positive learning environment at home.</p> <p>Parents/Carers to be consulted where pupils are not completing home learning activities and offered support as required.</p> <p>Pupils in receipt of Pupil Premium funding to be offered additional in-school reading opportunities as priority readers during the school day where possible</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Attendance records at Home Learning Club • Monitoring of Home Learning tasks completed by class teachers
---	---

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: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA for additional support	EEF - Small group / TA intervention https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3, 4, 8, 9
Staff CPD – Connect the Dots (Relationship, Mindset, Memory, co-regulation training, Pupil Profile training)	EEF – Metacognition / Self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Pupil behavioural support training https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Covid19 Social Study (UCL 2020) Report Weeks 70-84 DFE 2022 Green Paper SEND Code of Practice EEF - Working with parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2, 3, 4, 8
Reduced class sizes in Year 3/4 with additional TA support	EEF – small class sizes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size EEF Use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants OFSTED 2021 EEF Covid 19 Impact study https://educationendowmentfoundation.org.ukthe-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year	2, 3, 4, 8
ELSA trained staff	EEF - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Covid19 Social Study (UCL 2020) Coalition for Youth Mental Health in Schools (2021)	2, 3, 4, 6, 8
Identified Pupil Premium Lead (SLT)	Harris & Goodall (2007) Parental engagement Kallivayalil & Thomas (2019) Parental engagement Robbins & Dempster (2021) Four Pillars of Parental Engagement DFE 2022 Working together to improve school attendance EEF Guid to the pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium EEF - Working with parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4, 5, 6, 7, 8, 9

Targeted academic support

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions / catchup, including LanguageLink /IDL / Precision Teaching / Phonics / ELSA/IDL/SHINE/PUMA assessment and intervention 1:1 Provision and bespoke curriculum and timetables SALT interventions OT support PHAB diagnostics and training</p>	<p>EEF – phonics / oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF – Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF – Small group / TA interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF Improving the teaching and learning of Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy EEF Improving the teaching and learning of MAtematics https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>2, 3, 4, 7, 8, 9</p>
<p>Adherence to Attendance Policy and support for parents/carers</p>	<p>DFE Working together to improve school attendance (2022) EEF Attendance interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>2, 4, 5, 6, 8</p>
<p>National Tutoring - Home Learning club</p>	<p>EEF Home Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 4, 5, 7, 8, 9</p>
<p>After school/lunchtime clubs</p>	<p>EEF Oral language interventions (Thinking Club, external provision dance club) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3, 4, 5, 7, 8, 9</p>
<p>Y6 Maths Booster</p>	<p>EEF – Small group / TA interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 5, 7, 9</p>

Wider strategies

Budgeted cost: £ 8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA / nurture / pastoral check-ins	EEF – social & emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 6, 9
Rise and Shine breakfast club – funding for provisions, room and staffing	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report (DfE) EEF extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time EEF Breakfast clubs and meal provision https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Working together to improve school attendance (DfE)	1, 2, 6
Increased number of lunchtime staff	What works in schools and colleges to increase physical activity (Public Health England) EEF Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Availability of Sports Club Tuesday lunchtimes	2, 3, 9
Parent workshops – English and Maths Showcase/Outcome events	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF - Home work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	2, 3, 4, 5, 7, 8, 9
Enrichment provision: music / sports / extracurricular (including funding for educational visits)	EEF – Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 6, 7, 8, 9
Meeting basic needs (e.g. providing uniform or stationery)	Maslow's hierarchy of need EEF Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF School uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 5
Individualised support (e.g. provision of therapeutic services)	EEF – social & emotional learning / behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 6, 8

Total budgeted cost: £ 70,400

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 2022 to 2023 academic year.

During 2022 – 2023 Kingsclere CE Primary School provided free or subsidised clubs for Pupil Premium children and the percentage of Pupil Premium children participating in enrichment clubs increased from 61% to 68% over the course of the year.

Percentage of PP children participating in enrichment clubs		
Summer 2022	Autumn 2022	Summer 23
61%	63%	68%

On average 63% of our Pupil Premium children required additional intervention support in addition to daily quality first teaching supporting pupils in making progress in their individual areas of need.

On average over the year, 13/40 (33%) of children had additional 1:1 or small group support sessions for Emotional Learning Support or pastoral support to support their mental health and well-being.

We tracked our Pupil Premium (excluding SEND needs) for years 1-6 in Reading, Writing and Maths Data and children made significant progress from their original starting points (Autumn to Summer 2023). Figures refer to % ARE or above

Year 1 – 6 Pupil Premium ARE+

Academic Year 2022-23	Reading	Writing	Maths
Aut 1 all PP	29%	20%	38%
Aut 1 PP excluding SEND	35%	24%	47%
Summer 2 all PP	53%	43%	48%
Summer 2 PP excluding SEND	68%	53%	56%

Kingsclere CE Primary School Pupil Premium attainment data in the phonics screening check was 67%, in line with national outcomes for disadvantaged children in 2023. 74% of all Year 1s passed the Phonics screening text.

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
Maths on the Move	Active360
Play Therapy	Sheila Ovenden

Further information

3-year overview:

- *Targeted improvement in core and foundation subject learning (dependant on attainment data) in line with School Improvement Plan*
- *Renew and update intervention provision, including staff training*
- *Extended language development programme*
- *Extended enrichment programme*
- *Review and improvement of technology support and home learning support*
- *Improve parental involvement and skills in supporting learning*