

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	201
Proportion (%) of pupil premium eligible pupils	15.4% (Ever6 FSM)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026 Including 3-year overview details
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Jo Messenger
Pupil premium lead	Mrs Jo Messenger and Mrs Lindsey Bowden
Governor / Trustee lead	Mrs Claire Harris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,993
Pupil premium funding (and recovery premium*) carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	£53,993

## 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 where required*
- 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	<b>Socio-Economic Factors:</b> 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	<b>Social and Emotional Well-being:</b> 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	<b>Language barriers:</b> 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	<b>Special Educational Needs (SEN):</b> A high level of PP children are also SEND - 42%. Identifying and addressing these needs requires additional resources and support to ensure that every child receives an inclusive education.
5	<b>Parental engagement:</b> 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	<b>Lower attendance than non-disadvantaged pupils:</b> 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	<b>Access to environment (and technology) to support learning:</b> 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	<b>Additional complex Special Educational Needs and Disability (SEND) factors:</b> Currently 16% of children in receipt of PP funding also have an EHCP. An additional 26% children require SEND 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	Action points/Success Criteria
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>Close daily monitoring and tracking of attendance and lateness in line with policy, including telephone calls on each day of absence, attendance surgeries with the Headteacher or SENCO and Safeguarding Officer and support from school and external agencies.</p> <p>Actions are recorded for individuals on the school CPOMS system and through the Attendance Log.</p> <p>Regular reviews with parents/carers take place in line with 'Working Together to Improve Attendance', Attendance Policy and 'Hampshire's Code of Conduct for issuing Penalty Notices for persistent absentees. The Headteacher and SENCO and Safeguarding Officer monitor attendance and analyse data.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• CPOMs records</li> <li>• Attendance records on Scholarpack</li> <li>• Parent consultation meetings</li> <li>• Attendance Tracker</li> </ul>
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>Staff to promote school clubs specifically to disadvantaged pupils as part of individual profile actions with the aim for all PP children to be part of an enrichment club.</p> <p>Funding to be made available to provide financial assistance for paid school clubs and educational visits to children in receipt of Pupil Premium funding.</p> <p>Sample pupil conferencing to investigate reasons behind lack of participation in school</p>

	<p>clubs and options available to further encourage participation.</p> <p>Records of attendance at school clubs to be closely monitored.</p> <p>Records of attendance at educational visits to be closely monitored by the Pupil Premium Lead.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• Budget provision for support with funding enrichment opportunities</li> <li>• Records of pupil representatives and responsibilities</li> <li>• Sample pupil conferencing</li> <li>• Records of attendance at educational visits</li> <li>• Records of attendance at school clubs</li> </ul>
<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 especially for pupils needs who are in receipt of Pupil Premium funding.</p> <p>Adapted instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding.</p> <p>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 including home learning support and interventions to identify specific action points to address any identified needs.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• Records of CPD for staff</li> <li>• Internal assessment results</li> <li>• External attainment results</li> <li>• Pupil Progress meeting minutes and action points for monitoring</li> <li>• Subject Leader Monitoring</li> </ul>

<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 is monitored through parent/carers survey/sample conferencing, invitations to Educational Visits.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• CPOMS logs</li> <li>• Careful monitoring of parent/carers attendance at Parent/Carers Workshops, Consultation Evenings and Outcome/Showcase events to analyse impact</li> <li>• Parent/Carers survey</li> <li>• Parent/Carers Consultation Evenings verbal feedback</li> <li>• Parent/Carers sample conferencing</li> </ul>
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<p>Disadvantaged pupils report feeling safe, happy and successful within school</p>	<p>Pupil voice is gathered to identify barriers to learning and the support needed, ensuring disadvantaged pupils feel safe, happy, and successful in school.</p> <p>Pupils in receipt of Pupil Premium funding to be prioritised for ELSA or TALA provision – to be recorded and monitored termly.</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 participate in opportunities to represent the school at events inside and beyond the school.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• Pupil conferencing</li> <li>• Records of ELSA and TALA provision and registers</li> <li>• Planning, pupil conferencing and book monitoring to include sample of pupils in receipt of Pupil Premium</li> <li>• Analysis of records of interventions and Pupil Progress meetings notes</li> <li>• Monitoring of Pupil Premium Survey Results</li> </ul>
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<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 Bee Hives lunch 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><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• Monitoring of Home Learning tasks completed by class teachers</li> <li>• Pupil Progress notes</li> <li>• Priority reader logs</li> </ul>
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## 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: £30,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and LSA additional support	EEF - Small group / TA intervention <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a>	3, 4, 8, 9
Staff CPD – Oracy	EEF - Developing a new pedagogy and curriculum focused on oral language skills. <a href="#">Voice 21: Oracy Curriculum, Culture and Assessment Toolkit - ...   EEF</a>  Developing children's oracy skills <a href="#">Voice21-Impact-Report-2024-web.pdf</a>  Why oracy matters - evidence base for positioning oracy at the heart of the school curriculum. A report commissioned by the English-Speaking Union <a href="#">Why-Oracy-Matters_FINAL.pdf</a>  Oracy South – Every Voice Matters – Every Voice Heard - <a href="#">Resources</a>	2, 3, 4, 8
*ELSA and *TALA trained staff	EEF - Improving Social and Emotional Learning in Primary Schools <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</a>  Coalition for Youth Mental Health in Schools (2021)  *ELSA – Emotional Learning Support *TALA – Therapeutic Active Listening	2, 3, 4, 6, 8
Happy Minds set up and training	Happy Mind Impact Report – supporting children's resilience and wellbeing <a href="#">About - myHappyMind</a>	1, 2, 3, 4, 5, 6, 8, 9

Identified Pupil Premium Lead (SLT)	<p>Harris &amp; Goodall (2007) Parental engagement</p> <p>Kallivayalil &amp; Thomas (2019) Parental engagement</p> <p>Robbins &amp; Dempster (2021) Four Pillars of Parental Engagement</p> <p>Working together to improve school attendance (DfE 2024)</p> <p>EEF Guide to the Pupil Premium  <a href="https://educationendowmentfoundation.org.uk/educationevidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/educationevidence/using-pupil-premium</a> </p>	4, 5, 6, 7, 8, 9
Parental Partnerships	<p>EEF - Working with parents  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a> </p>	

**Targeted academic support** Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions / catchup, including:</p> <ul style="list-style-type: none"> <li>- Language link</li> <li>- IDL</li> <li>- Phonics Intervention</li> <li>- ELSA/TALA</li> <li>- SHINE + PUMA</li> <li>- Speech and Language</li> <li>- Occupational Therapy</li> <li>- PHAB diagnostics and training</li> </ul> <p>Assessment and intervention 1:1 provision and bespoke curriculum and timetables</p>	<p>EEF – phonics / oral language interventions  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/oral-languageinterventions</a></p> <p>EEF – Reading comprehension strategies  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/readingcomprehension-strategies</a></p> <p>EEF – Small group / TA interventions  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p> <p>EEF Improving the teaching and learning of Literacy  <a href="https://educationendowmentfoundation.org.uk/guidanceforteachers/literacy">https://educationendowmentfoundation.org.uk/guidanceforteachers/literacy</a></p> <p>EEF Improving the teaching and learning of Mathematics  <a href="https://educationendowmentfoundation.org.uk/guidanceforteachers/mathematics">https://educationendowmentfoundation.org.uk/guidanceforteachers/mathematics</a></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 (2024)</p> <p>EEF Attendance interventions  <a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment</a></p> <p>DfE Attendance Banding <a href="#">Monitor your school attendance: how to use the absence bandings report - GOV.UK</a></p>	<p>2, 4, 5, 6, 8</p>
<p>Beehives Club</p>	<p>EEF Home Learning  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/homework</a></p> <p>Play Spaces</p>	<p>1, 2, 4, 5, 7, 8, 9</p>

	<a href="#">The Importance of Play at Lunchtime - BESA</a>	
After School and lunchtime clubs	<p>EEF Oral language interventions (e.g., Dance Club, French Club)  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/oral-languageinterventions</a></p> <p>EEF extending school time  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/extending-school-time</a></p>	1, 2, 3, 4, 5, 7, 8, 9
Y6 Maths Booster	<p>EEF – Small group / TA interventions  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/small-group-tuition</a></p> <p>EEF extending school time  <a href="https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/educationevidence/tea-ching-learning-toolkit/extending-school-time</a></p>	1, 2, 5, 7, 9

**Wider strategies** Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, TALA, Conkers outdoor learning Time to Talk sessions, pastoral check-ins, Bobby Dog Reading	<p>EEF – Social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p> <p>EEF – Outdoor learning  <a href="#">Outdoor adventure learning   EEF</a></p> <p>Therapy Dogs  <a href="#">Therapy Dogs Nationwide   Charity No: 1167622</a></p>	2, 6, 9

Rise and Shine Breakfast club – funding for provisions, room and staffing	<p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report (DfE)</p> <p>EEF extending school time  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time</a></p> <p>EEF Breakfast clubs and meal provision  <a href="https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/magic-breakfast</a></p> <p>Working together to improve school attendance (2024 DfE)</p>	1, 2, 6
Transforming Lives for Good	<p>Mentoring programme to support challenges that children may face  <a href="#">TLG - Transforming lives for good</a></p>	1, 2, 3, 4, 6, 8, 9
Parent workshops: Core and Foundation Subjects – Showcase and Outcome events	<p>EEF – Parental engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>EEF - Home Learning  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/summer-schools</a></p>	2, 3, 4, 5, 7, 8, 9
Enrichment provision: music / sports / extracurricular (including funding for educational visits)	<p>EEF – Arts Participation  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a></p>	1, 2, 3, 4, 6, 7, 8, 9
Meeting basic needs (e.g. providing uniform or stationery)	<p>Maslow's hierarchy of need</p> <p>EEF Parental engagement  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF School uniform  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform</a></p>	1, 5

Individualised support (e.g. provision of therapeutic services)	EEF – social and emotional learning / behaviour interventions <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	2, 6, 8
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**Total budgeted cost: £ 53.993**

## **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 2024 to 2025 academic year.

During 2024 to 2025 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 to 87% in the Summer Term 2025. See table below showing comparisons:

Percentage of PP children participating in enrichment clubs		
Summer 2023	Summer 2024	Summer 2025
68%	84%	87%

On average 90% 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, 40% of children had additional 1:1 or small group support sessions for Emotional Learning Support or Therapeutic Active Listening to support their mental health and well-being.

23% of the Rise and Shine Club attendees were Pupil Premium and the club helped to support children to have a 'soft start' to the school day including a school breakfast.

We subscribe to the School Library Service. We provided a pack of book loans through the SLS@Home scheme for all PP children to read independently or share with family and read over the holiday.

We aim to support our PP parents/carers in coming in to school to attend curriculum events, parents/carers evenings and support on trips. This is through face-to-face personal invitations or a phone call home. As a result, 90% of our PP parents/carers regularly have attended 3 or more school events each half term.

Pupil Premium attendance at the end of the 2024 – 2025 academic year was 90.2% and this was close to national at 92.1%.

We tracked our Pupil Premium attainment in Years 1 to 5 in Writing, Maths and Combined. Children made significant progress from their original starting points (Autumn 2024 to Summer 2025). Figures refer to % ARE+ or above:

Year 1 – 5 Pupil Premium ARE+

Academic Year 2024 - 2025	Writing	Maths	Combined Reading, Writing and Maths
Autumn 1 2024 PP excluding SEND	38%	38%	24%
Summer 2 2025 PP excluding SEND	48%	50%	33%

Year 6 Pupil Premium statutory data (for end of KS2) was above in Reading and Writing for Pupil Premium children compared to local and national averages but below in maths for Pupil Premium children. The School Improvement Plan includes areas for next steps to continue to close the gap between Pupil Premium and Non-Pupil Premium attainment, e.g., the school are taking part in an Oracy Project to develop pupils oracy and progress in core subjects.

### 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
My Happy Mind	My Happymind Ltd, founded by Laura Earnshaw

### 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 oracy development programme*
- *Extended enrichment programme*
- *Review and improvement of technology support and home learning support*
- *Improve parental involvement and skills in supporting learning*
- *Additional support for children's mental health and wellbeing*