

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	207
Proportion (%) of pupil premium eligible pupils	23% (Ever6 FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 (see separate 3-year overview)
Date this statement was published	12 December 2022
Date on which it will be reviewed	September 2023
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	£54,015
Recovery premium funding allocation this academic year	£6,090
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,105

# 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 & progress*
- 2. Improving attendance*
- 3. Social & 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	Additional family vulnerabilities and lack of enrichment opportunities, particularly taking into account the 'cost of living' crisis
2	Poor early and continued expressive language development (including vocabulary acquisition)
3	High level of SEMH needs (both pupils and families)
4	Ongoing impact of disrupted and inconsistent access to learning throughout the Covid-19 crisis (March 2020 – July 2021)
5	Lower attendance than non-disadvantaged
6	Additional complex SEND factors
7	Lower rate of engagement of some parents
8	Access to technology and environment to support home learning
9	EAL pupils

## 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
To improve attendance and engagement of disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged attendance data is in line with, or above, local / national</li> </ul>
To raise attainment of disadvantaged pupils, ensuring good progress for all	<ul style="list-style-type: none"> <li>Disadvantaged attainment and progress data is in line with, or above, local / national</li> </ul>
To improve the engagement of parents of disadvantaged pupils	<ul style="list-style-type: none"> <li>Parent/Carer conferencing</li> <li>Registers from school events</li> <li>Parent/Carer survey</li> <li>Parent/Carer Evening's verbal feedback</li> </ul>
Disadvantaged pupils feel safe, happy and successful within school	<ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Pupil survey</li> </ul>
To improve the access and engagement to home learning	<ul style="list-style-type: none"> <li>Attendance records at Homework Club</li> <li>Monitoring of homework tasks completed</li> </ul>
To ensure that all pupils have equity of enrichment experience	<ul style="list-style-type: none"> <li>Registers of enrichment clubs and off-site school led activities</li> </ul>

## 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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Learning Hub + HLTA for additional support	EEF - Small group / TA intervention	2, 4, 6
Staff CPD – Connect the Dots (Relationship, Mindset, Memory)	EEF – Metacognition / Self-regulation	2, 3, 4, 6
Reduced class sizes in KS1 with additional TA support	EEF – small class sizes	4, 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions / catch-up, including LanguageLink / Rapid Reading / Precision Teaching / Phonics / ELSA	EEF – phonics / oral language interventions EEF – Reading comprehension strategies EEF – Small group / TA interventions	2, 3, 4, 5, 6,
National Tutoring Programme – school led tutor	EEF – small group / CT interventions EEF – phonics / oral language interventions	2, 4, 5, 6
Homework Club	EEF - homework	1, 6, 8
Y6 Maths Booster	EEF – Small group / TA interventions	4, 8

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

Budgeted cost: £ 8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA / nurture / pastoral check-ins	EEF – social & emotional learning	3
Rise and shine breakfast club	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report (DfE)  Working together to improve school attendance (DfE)	1, 5
Increased number of lunchtime staff	What works in schools and colleges to increase physical activity? (Public Health England)	3
Parent workshops	EEF – Parental engagement	7
Enrichment provision: music / sports / extra-curricular (including funding for educational visits)	EEF – Arts Participation	1, 3, 4
Meeting basic needs (e.g. providing uniform or stationery)	Maslow's hierarchy of need	1, 3
Individualised support (e.g. provision of therapeutic services)	EEF – social & emotional learning / behaviour interventions	1, 3, 8

**Total budgeted cost: £ 63,300**

## 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 2021 to 2022 academic year.

During 2021 – 2022 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 44% to 61% over the course of the year.

Percentage of PP children participating in enrichment clubs		
Autumn 2021	Spring 2022	Summer 2022
44%	59%	61%

On average 71% 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, 25% 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 Reading, Writing and Maths Data and children made significant progress from their original starting points. The number of children achieving Age Related Expectations+ (ARE+) increased by 43% in Reading, 22% in Writing and 19% in Maths at the End of the Year (EoY) from children's original starting points in the Autumn term. Excluding SEND children, the increase of children achieving ARE+ increased by 60% in Reading, 29% in Writing and 20% in Maths at the EoY from children's original starting points in the Autumn term.

Kingsclere CE Primary School Pupil Premium attainment data in the phonics screening check was lower than national outcomes for disadvantaged children in 2022.

Pupil Premium children's end of KS1 attainment at Kingsclere CE Primary School was in line with Local Authority PP attainment in Reading and Writing but below in Maths.

Kingsclere CE Primary School end of KS2 attainment (2022) was above Local Authority Pupil Premium attainment in Reading and Writing and in line with Local

Authority Pupil Premium attainment in Maths. Pupil Premium progress was also above Local Authority progress in Reading and Writing but below in Maths.

## 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

## Further information (optional)

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*