Kintbury St Mary's CE Primary School Pupil Premium Strategy Statement

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	114
Proportion (%) of pupil premium eligible pupils	26.3%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Alison McDonald, Headteacher
Governor / Trustee lead	Sophie Hume

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53840
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£53840

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Christian values of HOPE, FRIENDSHIP and RESPECT shape the caring ethos at the heart of our school. These values, together with our rich and diverse curriculum, underpin our belief that every member of our school community can grow in self-awareness and develop a meaningful understanding of their place in the world which will enable them to thrive and achieve throughout life.

"Love thy neighbour as thyself" — Luke 10:25–37

At Kintbury St Mary's, we strive to achieve the very best for every child in our care. We believe that, regardless of their background, every pupil should be able to make the best progress possible and, reach their full potential and be successful.

Our ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged child (pupil premium eligible) at Kintbury St Mary's (KSM) attains the strong foundations in early language, reading and number that enable full access to the curriculum and to make sustained progress year-on-year.
- Close the attainment gap between disadvantaged pupils and their peers at each key stage, with a particular emphasis on writing (spelling and transcription), phonics, reading fluency and maths reasoning.
- Improve social, emotional and behavioural readiness to learn so pupils can engage fully with teaching and learning.
- Reduce financial and practical barriers so disadvantaged pupils access the same enrichment, cultural and residential experiences as their peers and benefit from broader personal development.
- Ensure pupils with combined disadvantage and SEND (56.7% of PPG cohort) receive targeted, evidence-informed support so they make measurable academic and wellbeing progress.

How the strategy works towards those objectives

- We base all funded activity on the DfE's Menu of Approaches and EEF evidence: prioritising high-quality teaching; targeted academic support (tutoring, structured interventions, TA-delivered programmes); and wider strategies (Social and Emotional Learning (SEL), attendance, enrichment) that reduce non-academic barriers to learning Using Pupil Premium: guidance for school leaders (DfE) and the EEF Toolkit and guidance reports cited below.
- Focus resources where the evidence suggests highest impact for disadvantaged pupils: strengthen classroom instruction (curriculum, pedagogy, assessment), deploy TAs strategically, provide short-term, tightly-aligned small-group interventions, and deliver whole-school social and emotional and attendance improvement actions.
- Use rigorous diagnostic assessment and individual pupil plans to match interventions to need; monitor progress termly and reallocate resources where impact is limited.

Key principles of the strategy

- Evidence-led: every funded activity maps to the DfE Menu of Approaches and EEF guidance
- Whole-school ownership: disadvantaged attainment and wellbeing are a priority in leadership meetings, staff CPD, curriculum planning and governors' scrutiny.
- Precision-targeting: interventions are based on diagnostic assessment and re-viewed frequently; TAs supplement—not replace—high-quality teaching.
- Inclusion + SEND-aware: plans explicitly account for high overlap of PPG and SEND; interventions are adapted for SEMH and autism needs.
- Cost-effective and sustainable: we use a blend of in-school capacity (trained staff, TAs), and targeted subsidising of enrichment.
- Transparent evaluation: set measurable success criteria and report on impact to governors, parents and the DfE template requirements.

Challenges

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

Challenge number	Detail of challenge
1	Low writing attainment across year groups, with specific weakness in spelling and transcription skills (Barrier 1). Writing GDS and EXS for disadvantaged pupils are well below the broader cohort and national expectations in recent data.
2	High overlap of disadvantage and SEND: 56.7% of PPG children have identified SEN (Barrier 2). Many of these needs relate to SEMH and autism and require specialist adjustment and targeted interventions.
3	Limited parental/home support for homework and reading, and variable home reading cultures (Barrier 3). This is exacerbated by pupil mobility (in-year admissions) and fluctuating cohort sizes.
4	Emotional needs/low resilience (SEMH) affecting readiness to learn, attention, behaviour in class and ability to benefit from lessons (Barrier 4).
5	Financial barriers to joining enrichment activities, trips, music lessons and residentials; this restricts access to experiences that build cultural capital and personal development (Barrier 5).
6	Small school, mixed-age classes and fluctuating cohort sizes (contextual challenge): capacity and staffing need annual review; interventions must fit within mixed-age timetables and ensure all pupils still access high-quality class teaching.

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
1. Improve writing attainment (spelling, transcription and composition) for disadvantaged pupils so that gaps with peers reduce substantially.	By Summer 2026: PPG pupils' writing EXS at KS2 (where applicable) and in-year teacher assessment shows at least a 15 percentage point increase from 2025 baseline; by Summer 2027 aim to halve the attainment gap in writing between PPG and non-PPG pupils. Formative checks (termly writing moderation, spelling assessments) show consistent progress for targeted pupils. Evidence of improved spelling scores on standardised spelling assessments.
2. Ensure pupils with PPG+SEND make accelerated progress from their starting points.	Termly progress monitoring shows targeted PPG+SEND pupils meeting agreed Support and Achievement Plan Provision. SENCo report to governors demonstrates measurable steps of progress for identified pupils each term.
3. Increase home reading engagement and parental capacity to support learning.	Termly reading logs and phonics tracking: Y1 phonics pass rate for PPG pupils rises to be in line with whole-cohort target (aim: ≥75% for PPG in 2026). Reception and KS1 home reading frequency for PPG families increases (monitor via reading diary returns and parental engagement events). Improved comprehension and fluency scores in reading assessments for targeted pupils.
4. Improve social, emotional skills, resilience and readiness to learn among disadvantaged pupils.	Lower incidence of behaviour-related incidents for PPG pupils; SEL programme evaluations (pre/post measures) show measurable gains (EEF-recommended metrics). Targeted SEMH pupils show improved attendance in lessons.
5. Ensure all disadvantaged pupils access and benefit from enrichment and cultural opportunities.	100% of PPG pupils are able to attend trips, extracurricular club or instrumental lessons(one term's funded/subsidised where required). Pupil feedback and participation rates recorded termly; improved personal development indicators in reports and in SIAMS/Ofsted evidence lines.
6. Maintain high-quality teaching across mixed-age classes and ensure interventions don't restrict access to the curriculum.	Teachers and TAs report (via annual surveys) improved workload balance and clarity of roles; lesson drop-ins and curriculum monitoring show that disadvantaged pupils spend at least as much time with class teachers as peers and targeted interventions are complementary to classroom curriculum (DfE/EEF principle).

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: £15150

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme on writing instruction: implement EEF KS2 literacy recommendations (explicit modelling of writing composition strategies, sentence construction, and systematic spelling instruction). Termly writing moderation across mixed-age classes; use "talk to text" approaches in Reception/KS1 to develop oral language foundations feeding into writing.	EEF Improving Literacy in Key Stage 2 guidance (recommendations include teaching writing composition, transcription and targeted assessment) — EEF Improving Literacy guidance.	1
2. Adopt and fully implement an evidence-based spelling and handwriting sequence across the school (daily short sessions in KS2 and embedded phonics-based spelling in KS1/Reception). Use termly diagnostic spelling checks and phonics screening to target instruction.	EEF guidance emphasises transcription practice and sentence construction as core to writing improvement; systematic phonics supports early spelling/reading (see EEF KS1 and KS2 literacy guidance) — EEF Improving Literacy guidance.	1, 3, 6
3. Strengthen diagnostic assessment and formative assessment cycles: termly standardised reading and spelling checks, half-termly maths fluency checks; use data	EEF guidance and DfE recommend diagnostic assessment to identify specific needs and inform targeted support (DfE Using Pupil Premium; EEF Literacy guidance) — DfE Using	1,3,6

to group teaching, plan catch-up and inform tutoring selection.	Pupil Premium guidance, EEF Improving Literacy guidance.	
4. Focused CPD and release time for teachers to plan mixed-age, knowledge-rich curriculum sequences that scaffold writing and retrieval practice to improve long-term memory and recall of taught content.	EEF guidance stresses high-quality teaching and curriculum sequencing as the highest priority for PPG spending (DfE Menu / EEF). The EEF implementation guide supports planned CPD and curriculum delivery. — DfE Using Pupil Premium guidance, EEF Primary guidance.	6
5. Regulalrly review and restructure TA deployment: implement EEF recommendations so TAs supplement teacher-led lessons, deliver time-limited structured interventions and use scaffolding frameworks to build independence Provide CPD for TA team.	EEF Deployment of Teaching Assistants guidance (updated 2025) — EEF Deployment of Teaching Assistants.	1,2,3,4,6
6. Invest in diagnostic technology/resources to support assessment (e.g., standardised reading/spelling packages) and access to DfE/EEF materials (Reading Framework resources, phonics progress trackers).	DfE and EEF recommend diagnostic assessment and use of validated phonics programmes and resources to support early reading and match teaching to need — DfE Using Pupil Premium guidance, EEF Primary resources.	1,2,6

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

Budgeted cost: £ *30360*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small-group intervention linked to classroom curriculum for writing and maths delivered by class teachers or trained TAs for targeted pupils (short, regular sessions: 20–30 mins, 2–3x per week for 8–12 weeks).	EEF Teaching & Learning Toolkit: Small group interventions show moderate impact (+4 months) when aligned with classroom teaching; EEF Small Group Tuition.	1, 6
2. One-to-one or very small-group phonics/reading catch-up for Reception and KS1 PPG	DfE and EEF recommend SSP and ECAT for early years language support; phonics is high-impact for	3, 1

pupils using validated, systematic synthetic phonics (SSP) approaches; Use ECAT approaches for Reception where appropriate.	younger readers (+4 months) —EEF Phonics (Toolkits).	
3. Structured, time-limited interventions for spelling and transcription (e.g., validated structured spelling programme tailored to pupils' gaps) delivered by trained staff with weekly review.	EEF KS2 literacy guidance recommends targeted, structured interventions for pupils who are struggling with elements of literacy (transcription, spelling) and emphasises practice and diagnostic targeting — EEF Improving Literacy guidance.	1, 3
4. High-quality, booster session with class teachers and on-line learning platform for Year 6 disadvantaged pupils who need consolidation for SATs in maths and reading; align sessions to curriculum and classroom learning and monitor attendance/progress.	DfE and EEF guidance identify tutoring as an effective targeted support; EEF resources show one-to-one and small group tutoring can accelerate progress when aligned with classroom teaching — DfE Using Pupil Premium guidance (tutoring), EEF Small Group Tuition.	1, 6
5. SEND-specific interventions (e.g., reading comprehension scaffolds, speech & language programmes, structured SEMH learning plans) and funded access to specialist assessments where needed; individualised SAPs with measurable steps and progress review.	EEF guidance on SEND and TA deployment suggests structured, time-limited interventions and specialist assessments; tailoring interventions for SEMH and autism is necessary for impact. See EEF Deployment of TAs and SEND-related materials — EEF Deployment of Teaching Assistants.	2, 6
6. Peer tutoring and paired reading schemes (older role models supporting younger readers) to increase reading practice and fluency without heavy recurring cost.	The EEF toolkit and guidance highlight peer tutoring and guided oral reading as cost-effective practises to increase reading fluency and provide practice opportunities — EEF Primary resources.	3, 1

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

Budgeted cost: £8101

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

1. School-wide Social and Emotional Learning (SEL) programme including opportunities provided through OPAL play (universal plus targeted small-group or 1:1 SEL for higher-need pupils). Staff training, weekly sessions for targeted groups and daily class routines that embed SEL language/skills. Measure via baseline and follow-up SEL measures.	EEF Social and Emotional Learning guidance: SEL interventions show a moderate impact on academic outcomes (+2–4 months) and strong benefits for wellbeing where embedded and supported by staff training — EEF SEL Toolkit & Guidance, EEF Improving SEL guidance report.	4, 2
2. Targeted SEMH support and access to counselling / external mental-health partners for pupils with high need; use graduated response, risk assessments, and liaison with families and external agencies.	EEF SEL guidance and EIF/EEF "Improving Social and Emotional Learning" report emphasise targeted interventions alongside whole-school SEL and the importance of referral pathways and staff training — EEF SEL guidance.	4, 2
3. Attendance and engagement strategy: early identification of absence, home-school liaison, pastoral interventions, termly monitoring of persistent absence with targeted family support (and use of PPG where needed for transport/ uniform).	DfE Using Pupil Premium guidance highlights attendance as a common challenge and recommends evidence-informed attendance strategies; the EEF Attendance Toolkit supports schools to target barriers and improve attendance — DfE Using Pupil Premium guidance.	3, 6
4. Funded access to enrichment: fully or partially subsidise trips, outdoor residentials, music lessons or one extracurricular club for PPG pupils; provide uniform and equipment. Track uptake.	DfE menu of approaches explicitly lists extra-curricular activities and removing financial barriers; evidence shows participation supports personal development and engagement which can support attainment indirectly. — DfE Using Pupil Premium guidance.	5
5. Breakfast club / pastoral provision for targeted pupils to improve readiness to learn and attendance; ensure healthy start and positive social routines. OPAL play opportunities at lunchtime to develop social skill and resilience.	EEF and DfE note breakfast clubs and meal provision as effective wider strategies to improve attendance, concentration and readiness to learn (Menu of Approaches). — DfE Using Pupil Premium guidance.	3, 4
6. Parent workshops: reading at home, phonics, supporting homework in mixed-age contexts and managing SEMH; provide resources and targeted support for families with high mobility or complex needs.	EEF and DfE emphasise working with parents as an effective wider strategy; parent engagement increases home practice and supports learning transfer. — DfE Using Pupil Premium guidance, EEF Primary guidance.	3, 4

Total budgeted cost: £ *53611*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

Two ELSA are employed by our school who support a number of our PPG children who also have SEMH needs or need additional support with their friendships. This has been a very effective intervention in supporting lesson readiness. There is always a waiting list for ELSA due to the level of additional need in our school. Our disadvantaged pupils were supported to attend all school trips including a subsidy towards the year 6 residential trip and an enrichment club or activity meaning that our children had the same opportunities as their peers. Every pupil is given the opportunity to attend a club and represent the school in leadership roles, sporting and other activities. Pupil premium children were subsidised to join in with Bikeability and school sources bikes and helmets so that everyone who wanted to could join in. Where necessary, school has purchased uniform or PE kit for families. These strategies are important to create a sense of equity and belonging.

Of the 9 PPG children in our year 6 cohort, 45% of these pupils joined the school as in-year admissions. There were 33% of the year 6 PPG cohort were LAC , 33% had SEND with 22% having an EHCP. Social and emotional health was the highest need in this cohort. Pupils made good progress from their baseline at the start of year 6 with a number of pupils scoring 98 or 99 in their SATs tests.

Yr 6 2025	*Reading*	*Writing*	*Maths*	*RWM*
All	*43.4%*	*43.4%*	*34/7%*	*26.1%*
PPG	*30%*	*30%*	*20%*	*10%*
Non PPG	*61.5%*	*69.2%*	*46.1%*	*38.4%*

In our Year 1 cohort 29.1% of our children had SEND and 29.1% were eligible for PPG funding. One of these pupils was new to the school in May. Phonics results have been increasing yearly for the last 3 years. The pupils who did not pass in Year 1 continue to receive phonics lessons in Year 2. 1 now has an EHCP, 2 have seen the educational psychologist and 3 are being assessed by Cognition and Learning team.

Yr1 phonics 2025	*All*	*PPG*	*Non PPG*	*SEN*	*SEN and PPG*
	72%	*28.5%*	*94.1%*	*50%*	*33%*

72.7% of our EYFS cohort achieved a good level of development. 100% of the children eligible for PPG funding in EYFS achieved GLD.

Looking ahead to this new 3 year strategy, budget allocation will prioritise high quality teaching including CPD for staff and release time, TA deployment will be kept under close review and a blend of 1:1, class support and small interventions will be used. Tools to support robust diagnostic assessments using standardised tests will be implemented and monitored and evaluated each term. A small ring-fenced fund will be maintained to subsidise enrichment and emergency family support which will be allocated on a case-by-case basis. OPAL training for all staff to enrich lunchtime experience of our children, build resilience and emotional wellbeing, and develop skills through play such as cognitive and social skills, creativity and physical activity.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
We do not receive any service pupil premium funding
The impact of that spending on service pupil premium eligible pupils
Not applicable

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.