Pupil Premium Strategy Statement
Kintbury St. Mary's C/E Primary School

At Kintbury St Marys CE Primary School, we strive to achieve the best for every child in our care. We believe that all our pupils should be able to make the best progress possible, reach their potential and succeed regardless of their background.

When making decisions on the priorities for the spending of the Pupil Premium Grant, we take into account the context of our school and the challenges our pupils face. We also recognise that the importance of supporting the well-being and mental health of our children is just as important as raising attainment. We are committed, though our whole school approach, to the nurture and emotional well-being of all children, particularly the most disadvantaged. All our priorities are centred on meeting the needs of the whole child, including maintaining good progress for our disadvantaged children.

Responsibility for co-ordinating this is with the Pupil Premium Lead alongside SLT and school staff as a whole school approach.

High-quality teaching is at the heart of our pupil premium strategy focused on identifying where disadvantaged pupils need the most support.

At Kintbury St Mary's we are fully committed to ensuring the full range of support for our Pupil Premium pupils. Through our ambitious, rich and diverse curriculum we will give all learners, particularly the most disadvantaged the knowledge and cultural capital they need to succeed in life.

The key principles of our strategy are to:

- *Promote an ethos of good progress and attainment for all*
- *Address barriers on an individual basis*
- *Use assessment data to prioritise interventions*
- *Create a whole school aspirational approach to raising attainment*
- *Build good relationships with families to ensure emotional support is at the forefront of pupils' experiences.*

This statement details our school's use of pupil premium (and recovery 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	122
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison McDonald Headteacher
Pupil premium lead	Alison McDonald Headteacher
Governor / Trustee lead	Alison Mitchell/Jenny Veasey Co-Chairs of Governors Sophie Hume PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Recovery premium funding allocation this academic year	£1268
Pupil premium (and recovery premium*) funding carried forward from previous years	£2382
Total budget for this academic year	£55,450

Part A: Pupil premium strategy plan

Statement of intent

'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic.' The EEF Guide to the Pupil Premium.

Our PPG strategy is rooted in the belief that every pupil at Kintbury St Mary's will receive quality first teaching; an approach shown to have the greatest impact on closing the gap, as evidenced in the EEF guide to the Pupil Premium. Every Stakeholder at Kintbury St Mary's takes responsibility for our disadvantaged pupils' outcomes, ensuring these pupils are at the heart of all monitoring and discussion.

Our objectives for our children are:

- *To be in school every day, on time and ready to learn*
- *To be engaged in a broad range of exciting and interesting lessons that closely match work to need/ability*
- *To access targeted intervention in a timely way when gaps in learning are identified*
- *To have engaging opportunities, through a broad and balanced curriculum, inside and outside of school hours and the school building*
- *To be supported emotionally so that they can access their learning in a positive way*

We are passionate in developing high quality teaching so that every family can be confident that a highly effective teacher is in front of their child. We will ensure that we support teachers in their development and training so that they continue to improve. To benefit our children most effectively, we will:

- *Develop teaching, assessment and the curriculum*
- *Ensure all staff have up-to-date, relevant training particularly in early reading and writing*
- *Provide high quality resources that support effective teaching and learning.*

We will target academic support for each child, particularly those who are not making good progress or who are disproportionately impacted by the effects of the pandemic. We will ensure that classroom teaching and the wider curriculum are linked to structured and well thought out small group intervention. To benefit our children most effectively, we will:

- *Create regular timetabled opportunities for targeted intervention*
- *Effectively deploy support staff to maximise learning*
- *Ensure resources and activities match the needs of disadvantaged children with SEND.*

There are many other challenges that may negatively impact on our children's academic progress and attainment, including attendance, behaviour and social and emotional factors. To benefit our children most effectively, we will:

- *Improve attendance through the introduction of wraparound care*
- *Ensure all children are able to take advantage of extra-curricular activities*
- *Ensure children have access to high quality emotional literacy support and nurture groups.*

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
Progress and achievement

Evidence from assessment, tracking and lesson observations has shown that most of our disadvantaged pupils have a much lower starting point than their peers and that progress is not always good. Our challenge is for all our Pupil Premium pupils to achieve a Good Level of Development at the end of Foundation Stage which carries through to the end of KS1 and KS2, with all disadvantaged pupils achieving at least Age related expectations.

We believe that this gap needs to be tackled early on in our pupils' schooling.

Historically, phonics results at the end of Year 1 and Year 2 have not been in line with those nationally. A new, validated scheme of work is being embedded and resourced to support achievement, and results are improving. In summer 2024, PPG children achieved in line with the cohort as a whole but overall results are not yet high enough and further work is required this year. Phonics intervention is taking place every afternoon for children who have not yet reached the screening pass mark. There were 2 PPG children in the year 1 cohort.

Writing is an area where our disadvantaged pupils are performing lower than their peers. A curriculum rooted in quality texts to support vocabulary and careful scaffolding and modelling, has been implemented to accelerate progress. Our writing results at the end of year 6 improved this academic year.

Ensuring enough time is available for interventions and adult support is key to this whilst maintaining appropriate support for pupils who need additional support for SEMH needs.

Due to the Covid pandemic, our current Year 6 cohort do not have end of Key Stage 1 statutory assessment data.

School assessment data for the summer term of 2024 showed the September starting point for our Year 6 disadvantaged pupils according to their end of year 5 data as:-
<table>
<tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>All pupils</td><td>71%</td><td>54%</td><td>50%</td></tr>
<tr><td>PPG</td><td>55%</td><td>33%</td><td>33%</td></tr>
<tr><td>Non PPG</td><td>80%</td><td>66%</td><td>60%</td></tr>
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<table>
<tr><td></td><td>Of the PPG children in the current year 6 cohort, 33% also have SEN (special Education Needs) , 22% are CIC (Children in Care) and 22% have EHC (Education Health Care) plans. 11% of these pupils are new to the school.</td></tr>
<tr><td>2</td><td>Well-being
Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial lockdown and school closures to a greater extent than for other pupils.

These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.

86.5% of our disadvantaged learners are emotionally vulnerable for a number of reasons, and 21.6% of these learners are CIC or post LAC (Looked After Children). This has an effect on learning behaviours, including their capacity to learn. Ensuring emotional support is available to children who need it is fundamental.

Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a reduction of social and communication skills with peers, possibly due to Covid restrictions. Currently, 61% of our disadvantaged pupils require additional support with social and emotional needs as opposed to 31% of non-pupil premium children. We are part of a local authority Attachment and Trauma-Informed Mental Health Project. This is at no additional cost to the school but cover and release for key staff is covered within the staffing and CPD within the PPG statement.</td></tr>
<tr><td>3</td><td>Attendance
Periods of absence or late attendance impact on pupils' ability to learn effectively. This hinders social interaction and their sense of inclusion. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Attendance at the end of Summer 2022 showed that 42% of our disadvantaged pupils had attendance below 93% and that 24% had attendance below 90%.

<table>
<tr><td>Attendance for 2023-24 academic year</td><td>Attendance</td><td>Unauthorised absence</td><td>Lates</td></tr>
<tr><td>All pupils</td><td>93.35%</td><td>0.82%</td><td>0.17%</td></tr>
<tr><td>PPG</td><td>90.62%</td><td>0.9%</td><td>0.22%</td></tr>
<tr><td>Not PPG</td><td>94.49%</td><td>0.79%</td><td>0.15%</td></tr>
</table>

We aim for our attendance to be above 95% threshold.</td></tr>
<tr><td>4</td><td>Raising Aspirations
Many of our disadvantaged pupils do not have the same rich and varied experiences as other children, meaning their knowledge of the world, language acquisition and access to aspirational activities such as sports and music are more limited.</td></tr>
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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
All vulnerable children will make accelerated progress and attainment	• All vulnerable children will be targeted on the Provision Plan • Teacher assessment data will show at least 60% of all children will be working at age related expectations in RWM by end of summer term 2025 (50% of PPG children) • PPG children will be at the forefront of all decisions which are based on strong professional dialogue between staff and governors. The progress of PPG learners is a key strand in our monitoring and evaluation work • Children working below age related expectations will have evidence of progress in their work and intervention tracking • Teacher assessment will be regular, effective and used to inform pupil progress meetings • SEN Children with SAPs (School Action Plans?) will know their targets and evidence in their work will demonstrate that they are being worked on in class • PPG children without additional SEN will be targeted to pass their phonics screening in Year 1 and those who do not will be given targeted support to catch up. • Training and resources will be made available which will ensure a structured approach to teaching writing, is implemented in all classes. This will be done through a curriculum which is rich in quality texts. A new scheme for teaching spelling is being implemented in 2024-2025 to assist retention of spelling rules and to provide children with opportunities to apply correct spellings in their written work.
Children will be supported emotionally so that they are happy and confident at school and ready to learn	• We now have 2 qualified ELSA (Emotional Literacy Support Assistant) to work with our children, both of whom access regular supervision to support them in their role. These ELSA work with children in small groups and on a one-to-one basis. • A trained professional from the Emotional Health Academy will work on targeted support with individuals in need of emotional support. • A daily meet and greet by the Headteacher or a senior member of staff means that children, parents and carers can access a listening ear as soon as they arrive for school. This in turn means that staff are able to offer emotional support where needed • PSHE / RSE (personal Social Health and Economic education/Relationship and Sex Education) is viewed as a core subject. Pupils are taught strategies to calm, self-regulate and keep themselves safe on a weekly basis. • We work with the NSCPCC and Coram Scarf to provide keeping safe workshops for our children.

Attendance for all vulnerable children will be above 90%	• Children who are eligible for PPG funding are invited to join Breakfast Club on a case by case basis and this is subsidised for them. • Attendance for all vulnerable children will be above 90%. • Targets for improved attendance are in place and shared with families. We will work with the EBSA (Emotionally Based School Avoidance) team and seek alternative provision to support attendance when needed. • School is working on clear targets and strategies with the West Berks Educational Welfare Officer (EWO).
All vulnerable children will have opportunities for extracurricular education	• Breakfast Club is available to all children and those PPG children with lower attendance will be invited as a tool to improve their attendance • A range of clubs are available and PP children are invited as a priority. Funding to support with the cost of clubs will be looked at on a case by case basis. • Families have been asked what clubs their children would like to participate in. This has included the setup of a Sports holiday camp with funded places. • Families will be supported to ensure every child at Kintbury St Mary's is able to access the opportunities detailed in our curriculum pledge. KSM School will pay towards one enrichment activity. • KSM School contributes towards residential and other school trips on a case-by-case basis for those families who are eligible for PPG funding and need support.

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: £6490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 or small group intervention to take place in timetabled slots each day	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as	1, 2

	a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
To ensure quality first teaching of a curriculum which meets the needs of learners	EEF guide to the pupil premium states that quality first teaching is key. A curriculum overhaul of our approach to teaching English and phonics has ensured that we are well-resourced, teachers are clear on content and progression and are able to model The SENDCo has a focus on children who are eligible for PPG funding within their work. These children are identified on the SEN register, provision map and are discussed in pupil progress meetings. This ensures that the achievement and progress of these children is kept at the forefront of school activity and monitoring. Educational Psychologist consultation and assessment will be used to help ascertain and address barriers to learning if needed.	1,2,4
To build the resilience, confidence, independence, self-esteem and aspirations of our disadvantaged pupils, which will, in turn, have a positive impact on their educational attainment and engagement.	Ensuring children are equipped with attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2, 3,4

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

Budgeted cost: £38,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 or small group intervention to take place in timetabled slots each day	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided	1

	to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Release time for staff working on the Attachment and Trauma Informed Pilot Project	This project allows our school to build on national research into the impact of attachment and trauma informed relational practice -supporting all young people and -particularly the most vulnerable so they -thrive in school. Our aim is for strong relationships to support children to build a sense of safety and self-worth, enabling them to access all aspects of school life. Home Office and YEF announce £5.8m investment to help practitioners respond to childhood trauma | Youth Endowment Fund	1,2,3.4

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

Budgeted cost: 9656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2,3,4
Additional opportunities through extracurricular clubs and trips	All children, including those from disadvantaged back-grounds, deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3,4
Emotional Literacy Interventions Social and emotional approaches will	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and Emotional Learning (SEL) interventions in education are shown to improve SEL skills and are	1, 2

be embedded into routine educational practices and supported by professional development and training for staff.	therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	

Total budgeted cost: £54,182

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

0% of our PPG children in EYFS achieved GLD. (52.4% of non PPG). 40% of the EYFS children eligible for PPG also have SEN.

In year 1, 50% of PPG children passed their phonics screening in 2024 (46.2% of non PPG)

In Year 2 43% of PPG had passed their phonics screening by the end of year 2 (75% of non PPG). 67% of the PPG children also had SEN and 16.7% of the children joined the school during year 2. Those children who had not passed their phonics screening are receiving additional intervention in Year 3 in addition to their year group spellings.

There is still further work to be done to bring percentages in line with national averages but the cohort data shows that individual children made good progress and that overall percentages were affected by pupil mobility.

Disadvantaged children did not perform as well as others in their end of Year 6 assessments. There is further work to be done this year to improve these outcomes. 50 % of our disadvantaged learners in the 2024 year 6 also have Special Educational Needs. 2 of these pupils joined the school as in-year admissions.

2024 yr6 SATS	Reading	Writing	Maths	RWM
All pupils	70%	70%	65%	55%
PPG	33.3%	50%	50%	16.7%
Non PPG	85.7%	78.6%	71.4%	71.4%

Two ELSA are employed by the school which has allowed us to provide emotional support to a number of children across the school. In addition to this, we provide 1:1

sessions through a bought-in Emotional Health Academy package and play therapy sessions. This is helping to provide regular session to support pupils' emotional well-being and mental health needs which in turn impacts on children's readiness to learn. All disadvantaged pupils have had the same opportunities as others to enjoy extra-curricular and enrichment activities. 100% of children have been able to join in with all school trips and residential visits. 58 % of PPG children have accessed a lunchtime or afterschool enrichment club. Regular surveys are undertaken to see which clubs appeal to the children and new clubs are added in response to this. Families are also supported with donations of school uniform and shoes when necessary.

Service pupil premium funding

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