

Pupil premium strategy statement – Kempford Church of England Primary School

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	74
Proportion (%) of pupil premium eligible pupils	7 SPP 9 PP
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)	2023-2024-2025
Date this statement was published	1 st December 2024
Date on which it will be reviewed	15 th November 2025
Statement authorised by	Helen Seward
Pupil premium lead	Helen Seward
Governor / Trustee lead	Alan Passey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,160
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,160

Part A: Pupil premium strategy plan

Statement of intent

At Kempsford Church of England, our Pupil Premium strategy is to improve the quality of teaching, carefully identify and fill academic gaps which our pupils have by delivering carefully planned interventions and also identify areas where we can support their wider wellbeing.

Quality First teaching is critical for all children to be successful learners. To support QFT, we look to further support colleagues CPD to ensure the quality of their subject knowledge for themselves and for the benefit of the children. High-quality teaching is at the heart of our approach, with a focus in which disadvantaged pupils require most support.

We have also worked hard to improve the quality of support provided by our Teaching Assistants through rigorous professional development. This has had a positive impact both in class and also for those children who work in small intervention groups. Children in receipt of the pupil Premium funding will continue to be closely monitored by class teachers and the Head Teacher ensuring that the provision is closing the gap with their peers.

Alongside this focus on improving the quality of teaching, we have also invested providing ELSA support to work with children who have social, emotional or mental health problems.

Challenges

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

Challenge number	Detail of challenge
1	More than half of the pupils who are eligible for Pupil Premium funding are also on the SEND register (46.6%) This means that they have barriers which can make progress slower than their non-SEND peers.
2	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Some of the pupils who are eligible for Pupil Premium and their families have social and emotional difficulties, including medical and mental health challenges.

4	Some of the pupils who are eligible for Pupil Premium funding have limited opportunities to access a wider range of opportunities and experiences outside of school.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (where appropriate, including: Speech and Language screener; articulation screener; EYFS profile; EYFS baseline) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading, writing and maths in all year groups. <ul style="list-style-type: none"> - The quality of books of children in receipt of PP are in line with nonPP peers - Pupil conferences demonstrate that children in receipt of PP's attitudes to learning are at least as positive as their non-PP peers
To use wider and enriching cultural capital experiences to improve language, vocabulary and overall attainment in reading, writing and maths	<ul style="list-style-type: none"> - Pupil conferencing shows disadvantaged pupils know more and remember more through wider experiences and increased participation in enrichment activities.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

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: £ 12160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff subject CPD - Whole School Twilight sessions - Online Webinars - Subject specialist Training	<ul style="list-style-type: none"> • EEF Effective Professional Development 	1, 2, 3, 4
Retention of Staff	<ul style="list-style-type: none"> • EEF Effective Professional Development • EEF High Quality Teaching 	1, 2

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive interventions carried out by trained TAs to rapidly close any gaps in academic achievement. - Ongoing CPD for teachers and TAs to ensure quality first teaching.	<ul style="list-style-type: none"> • EEF Improving Literacy in KS1 • EEF – Phonics (+4 months gain) • EEF – Small group tuition (+4 months gain) • EEF – within class attainment grouping (+3 months gain) • EEF Reading comprehension strategies (+6 months) • EEF Teaching Assistant Interventions (+4 months) 	1, 2
Interventions are carried out to develop children's	<ul style="list-style-type: none"> • EEF - Nuffield Early Language Intervention Scale Up Impact Evaluation (+ 4 Months gain) 	1, 2

<p>early reading skills.</p> <ul style="list-style-type: none"> • High-quality delivery of speaking and listening activities and phonics. <p>Reading given increased prominence across the school</p>	<ul style="list-style-type: none"> • EEF Reading Comprehension Strategies (+6 Months gain) • EEF Phonics (+5 months gain) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist support from ELSA trained TA to support and develop emotional literacy strategies. To develop emotionally resilient children who respond well to challenging social situations.</p>	<ul style="list-style-type: none"> • EEF Social and Emotional Learning (+4 months gain) 	3, 4
<p>All children to have access to music opportunities through whole class instrument lessons</p>	<ul style="list-style-type: none"> • EEF- Arts Participation (+3 months gain) 	4
<p>A wide range of extra-curricular clubs free after</p>	<ul style="list-style-type: none"> • EEF Sports Participation (1 Month Gain) 	3, 4

<p>school and vary the times to allow for maximum attendance. Introduce a comprehensive range of visits and visitors to enhance children's cultural experience whilst at school.</p>		
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Total budgeted cost: £ 20160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over recent years, primarily due to COVID-19-related issues and the increase cost of living. We used pupil premium funding to provide small group and individual wellbeing and academic support for all pupils, and targeted interventions where required. We have worked hard to support those children who have identified gaps in their knowledge. We achieved this success through early identification of needs, focussed grouping of children and intervention with highly-skilled TAs

The extra-curricular experiences which are essential in enhancing our curriculum offer were limited during the last few academic years. This meant that children were not able to take part in enriching activities which are designed to impact positively upon cultural capital, learning skills and overall academic achievement and so this was a focus once again for the last academic year.

Phonics

	Non-PP Data	PP Data
Phonics	78%	0%

KS1 SATs

	Non-PP Data	PP Data
Maths	100%	100%
Reading	40%	0%
Writing	60%	0%

KS2 SATs

	Non-PP Data	PP Data
Maths	33%	33%
Reading	66%	33%

Writing	73%	33%
GPVS	33%	25%

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>ELSA sessions were provided to promote positive wellbeing.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Parents, teachers and children reported improved mental health and wellbeing due to the support offered through these individual sessions.</p>

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 or recovery premium funding.