

KSM Pupil Premium Strategy Statement 2022-2023

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	Kington St. Michael CE Primary School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	18.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Cavey Head teacher
Pupil Premium lead	Kate Cavey Head teacher
Governor lead	Sarah Meleady Lead for Disadvantaged Pupils

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£39,570

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Kington St. Michael CE Primary school, we strive to provide the best standard of education we can for all of our pupils. We want to enable **all** of our pupils to achieve their **full potential**. We pride ourselves in giving our pupils the skills, knowledge and building blocks to become confident, happy children, who are positive about themselves and what they are capable of achieving both now and in the future. We provide a stimulating environment, where each child can develop at his or her own pace and where each child is valued as an individual. Problems can be shared, successes and endeavours celebrated, enabling each child to reach their full potential and to be best they can, to be prepared to meet the challenges of the next stage of their education and personal journeys. Learning should be fun, exciting and inspiring for all pupils regardless of their individual needs and personal circumstances.

KSM has a caring, nurturing, positive atmosphere where all children can develop self-discipline, resilience, understanding and compassion. All of our staff members are well qualified, experienced, skilled, dedicated, committed and passionate about their role.

At Kington St. Michael CE Primary school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils and those who have fallen behind because of Covid, to achieve that goal, including progress for those who are already high attainers.

At KSM, only our BEST is good enough!
“Learning together, Aiming high.”

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are a Young Carer. The interventions and support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We believe that the early identification of the needs and challenges some of our pupils experience and our ability to implement immediate, bespoke interventions to meet these needs is a real strength of KSM school and this has a strong impact on our disadvantaged pupils attainment, attendance and wellbeing.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at KSM. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the Catch Up and School-Led Tutoring funding for pupils, whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approach will be creative and flexible, meeting all of our pupils' needs, to ensure they receive a quality education that is accessible to all, enabling them to reach their full potential. The approaches we have adopted complement each other to help pupils achieve and excel.

Our two most recent cycles of assessment (June 2022) and (October 2022) have helped us to identify whole school, class and individual strengths and weaknesses. The support offer is based on these in depth assessments, has been discussed at whole school and Governor meetings and is targeted at the needs of groups and individual pupils. At KSM, we firmly believe that **early intervention and support** is a key element in helping our pupils to make good, sustained progress academically and supports good mental health and wellbeing. Early intervention can support four important aspects of children's development: physical, cognitive, behavioural, and social and emotional. Short-term improvements in these four areas can lead to benefits throughout childhood and later life, including improved physical health, improved mental health and wellbeing. Early intervention can also help to build a nurturing and supportive environment for the entire family.

At KSM, we offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration such as: judo, netball, multi sports, badminton, art club, cooking club, computer club, environment club, arty maths club and book club. These clubs vary each term, to reflect the different interests of our pupils and our ability to offer different opportunities and experiences for all pupils to try and explore. Activities focus on building life skills such as confidence, resilience, and social skills. Disadvantaged pupils are encouraged and supported to participate as well as financially supported if required.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level, to be resilient, independent learners and ultimately happy, confident children.

Allocation of additional funding

At Kington St. Michael CE Primary school, we refer to the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching (QFT) helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

To ensure our strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which **all staff** take responsibility for disadvantaged pupils' outcomes and raise expectations of what all pupils can achieve.

At KSM we will focus on:

Quality First Teaching

Ensuring all of our teachers are effective, highly skilled teachers and that every teacher is supported to keep improving their practice. We believe this is a key ingredient of a successful school. Spending on improving teaching might, but not exclusively, include professional development and training.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not currently making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is another key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and we refer to some of these resources and strategies when planning our support provision.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. We will adopt wider strategies such as ELSA support, Relate Time To Talk, signposting parents for support and advice, supporting families where there are attendance issues, and purchasing school uniform. We will also provide additional curriculum resources

such as books, loan of digital devices, support with financing school trips and support with extra-curricular activities, such as participating in sports club and access to music lessons to help tackle these challenges and to ensure all of our children are given equal opportunities to access the best education possible.

Challenges

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

Challenge number	Detail of challenge at KSM.
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading fluency than their peers. This negatively affects their development as readers and as writers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This includes spelling and the application of grammar .
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	<p>Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably anxiety, lack of confidence, difficulties with friendships, difficulties settling back into school routines post lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher concerns for pupils and referrals for support have increased during and after the pandemic. Several pupils at KSM have been identified as requiring additional support with social and emotional needs. Pupils are supported through small social group interventions, ELSA and Relate Counselling 'Time To Talk'. There is an increase in the need for referrals to the Educational Psychologist.</p>

7	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Attendance has been affected by Covid 19, lockdowns and pupil illness.</p> <p>2020-2021 Pupil Premium attendance 97.43%</p> <p>Not Pupil Premium attendance 98.17%</p> <p>2021-2022 Pupil Premium attendance 94.94%</p> <p>Not Pupil Premium attendance 96.17% (Sept 2021- Aug 2022)</p> <p>Government expectation for attendance is 96% for all pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.</p>
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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 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, pupil voice and ongoing formative assessment. KSM has joined the National Oracy Project and through this, we aim for all of our pupils to significantly improve their oral skills, acquisition, understanding of and application of vocabulary.
Improved phonic acquisition among disadvantaged pupils. Improved reading attainment among disadvantaged pupils at the end of KS2.	<p>Year 1 Phonic Test outcomes in 2024/2025 show that more than 90% of disadvantaged pupils meet the DFE expected standard.</p> <p>KS1 pupils are able to apply phonic knowledge and decoding skills to enable them to read fluently phase 5 phonics by the end of KS. Discussions show good level of comprehension and vocabulary understanding.</p> <p>KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met or exceeded the national expected standard for reading.</p> <p>KSM completes the Wiltshire Year of Reading Initiative and a greater number of pupils have a love for reading, want to read and are excited by books. KSM has Reading Champions, book events, author days to promote reading and regular reading clubs for pupils to attend. All age groups as well as the local community, parents and preschool children use KSM library. Teachers read stories to different classes and shared on website.</p>

	Reading skills, decoding and comprehension skills improve across the school.
Improved writing attainment among disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet or exceed the expected standard.</p> <p>Pupils are able to apply appropriate grammar, spelling and punctuation rules correctly, as stated in Literacy National Curriculum Programmes of Study for each age group.</p> <p>Pupils enjoy writing, shown through pupil voice; pupils demonstrate writing for different genres and the skills involved. Pupils enter local writing competitions, write letters and write for different purposes voluntarily and independently.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet or exceed the expected standard.</p> <p>Pupils enjoy maths- evidenced through pupil voice.</p> <p>Inter school maths competitions and maths days raise profile of maths at KSM and actively encourage pupils to promote a love for maths and for pupils to feel confident and resilient when tackling new maths concepts.</p> <p>After school maths clubs, Arty Maths Club.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. • A significant increase in participation in enrichment activities, after school clubs, particularly among disadvantaged pupils. • A reduction in the number of referrals to the Educational Psychologist and external agencies, such as CAMHs. Pupils wellbeing and mental health needs can be met through school led support and interventions such as ELSA.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The current Government target is pupils attendance to be 96% or higher. At KSM, we aim for all pupils to attend 98% with 2% maximum absence rate. • The overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to the same levels.
All teachers will be trained and deliver	<ul style="list-style-type: none"> • Pupils make expected or more than expected progress in reading, writing and maths across all age groups.

Quality First Teaching lessons.	<ul style="list-style-type: none"> The gap in attainment between disadvantaged pupils and non-disadvantaged pupils will be reduced. 80% of all pupils will reach age related expectations in reading, writing and maths.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching (QFT).</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Set high expectations, which inspire, motivate and challenge pupils. Promote good progress and outcomes by pupils. Demonstrate good subject and curriculum knowledge. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and the needs of all pupils. Make accurate and productive use of assessment. Manage behaviour effectively to ensure a good safe learning environment. Fulfil wider professional responsibilities and continually develop, inform, and improve our practice. <p>Training, courses and CPD for all teachers across all curriculum areas throughout the academic year.</p> <p>Teachers develop a repertoire of different</p>	<p>QFT</p> <p>The effects of high quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>(EEF Support for Schools 2022-2023)</p>	1, 2, 3, 4

teaching strategies and techniques that are closely matched to the specified learning objectives and pupils' particular needs.		
<p>Purchase of standardised diagnostic assessments.</p> <p>Purchase of SWST Spelling tests and SSRT reading tests</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests can show areas of the curriculum, which may need additional focus and Quality First Teaching.</p> <p>Evidence may show where staff training and additional CPD is required.</p> <p>Standardised tests will provide data consistency across the school and nationally. Where is KSM compared to similar schools?</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>KSM participates in the National Oracy Project. (NOP).</p> <p>Ensure all staff understand and are trained in the NOP and are resourced to implement this strategy.</p> <p>Purchase resources and fund ongoing teacher CPD, training and release time to develop strategies and to train, coach colleagues.</p> <p>Regular staff meetings to monitor effectiveness of NOP and new strategies to ensure it is applied consistently across KSM.</p> <p>Small group and 1-1 support with Oracy interventions and</p>	<p>The EEF reports that overall, oral language interventions generate “moderate impacts for very low cost, based on extensive evidence”, with additional impact for students from disadvantaged backgrounds. They recommend Oracy as an evidence-based approach to improving literacy at both primary and secondary level.</p> <p>A strong evidence base suggests oral language interventions, including dialogic activities such as high-quality classroom discussion and reading aloud are inexpensive to implement with high impacts on reading. Evidence suggests pupils can make up to 6 months additional progress.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Nuffield Early Language Intervention programme – small group and individual teaching sessions for 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average 3</p>	1 2

<p>NELI as required, to support pupils.</p> <p>Create vocabulary acquisition cards throughout school.</p> <p>Knowledge organisers, topic vocabulary and pre teaching will support use of and understanding of vocabulary.</p>	<p>months of additional progress in language.</p> <p>Pre teaching, Knowledge Organisers and acquisition of new vocabulary supports pupils learning and their attainment.</p> <p>Pupils understand key vocabulary before it is applied in class lessons to ensure pupils have best start. Support pupils' oracy development.</p>	
<p>Enhancement of phonic teaching at KSM.</p> <p>Fund teacher release time for training on delivery and impact of 'Unlocking Letters and Sounds' SSP.</p> <p>Research teaching of phonics, visit other schools and share good practice.</p> <p>Additional phonic and reading comprehension CPD for teachers as required and support from LA Wiltshire Literacy Hub.</p> <p>KSM join Ramsbury Literacy Hub for support with phonics, reading and writing strategies to improve standards.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF finds: the impact of small groups of phonic teaching 4 times a week for 30 minutes for 12 weeks can be up to 4+months of progress. The impact of 1-1support can be up to 5+ months of progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The EEF finds that the average impact of reading comprehension strategies can be up to 6+ months of progress.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Mobius Maths Hub training in Maths Mastery, the 'Sustaining Phase',</p> <p>Release Maths Subject lead to attend Cluster Maths Group meetings to share and develop good practice, resources and strategies across schools. Develop and inform practice at KSM.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF study found:</p> <p>On average, Mathematics Mastery pupils made more progress than non-Mathematics Mastery pupils did.</p> <p>The positive impact was estimated as equivalent to one month's additional</p>	4

<p>Staff to attend 'Transition from Year 5 to Year 7' course. Development of maths into KS3 and sustaining high standards.</p> <p>Purchase necessary resources to deliver the new approaches, including CPD for staff (including Teaching for Mastery training).</p> <p>Staff meetings and training of all staff in mastery approach to ensure consistency across school.</p> <p>Continued assessment by teachers to notice, identify and address gaps in pupils learning. Embed White Rose end of unit and end of term assessments.</p>	<p>progress. Low per-pupil cost, Mathematics Mastery represents a cost-effective programme for schools.</p>	
<p>Improve the quality of Social and Emotional (SEL) Learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Whole school use of PSHRSE SCARF (Coram Life) plans and resources. Planned and frequent memorable experiences in PSHSRE – Fire safety visit, Multi Faith Week, Coram Life Bus visit, all support pupils mental health and wellbeing which supports attainment and academic achievements.</p> <p>KSM will fund training and CPD for an ELSA. (Emotional Literacy Support Assistant) and resources required to deliver this approach.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>PSHRSE SCARF whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.</p> <p>ELSA EEF indicates the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition,</p>	<p>4 5 6</p>

<p>Funding for weekly ELSA sessions for pupils as required.</p> <p>Training and CPD for <i>Mental Health and Well Being Champion</i> at KSM.</p> <p>Staff meetings and release time to train all staff to implement approach. KSM signed up to the DFE Education Staff Well-being charter.</p>	<p>research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant. ELSA reduces barriers to learning and supports colleagues to support individual pupils. Pupils less likely to be excluded and make greater progress with their learning.</p> <p>Allows pupils to express emotions, life experiences and pupils are better supported to cope with aspects of their lives that can be a barrier for learning and general welfare. Develops confidence and strategies to use to cope.</p> <p>Develops social skills in and out of the classroom and helps pupils deal with mental health, wellbeing, loss and bereavement.</p> <p>Supporting pupil mental health and wellbeing, children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Pupils feel safe, secure, and ready to learn.</p> <p>Supports good attendance.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 Tuition (Catch Up and Tutor Teacher Led grant) using qualified teachers.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Small groups of 3-6 pupils, 3x week, teacher (Tutor approved) and TA led groups.</p> <p>Focus on maths, reading, writing and phonics according to pupils' identified need. Working both outside the classroom and supporting pupils within classroom. TA and qualified teacher led.</p> <p>Additional phonic interventions and daily read for pupils who are in the lowest 20% reading band in each class.</p> <p>Disadvantaged pupils attend after school Homework Clubs, led by teachers to give bespoke 1-1/ small group support with homework, pre-learning and revision of specific curriculum concepts.</p>	<p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>We will be supporting pupils with poor attendance and who are at risk of falling behind and vulnerable to under achieving.</p> <p>Gaps in pupils' knowledge and skills are specifically targeted to meet individual pupil needs.</p> <p>Gaps in learning can be reduced through quality first teaching.</p> <p>Monitored phonic intervention to fill phonic gaps in learning. Small groups.</p> <p>Daily read on a 1:1 basis and small group reading with teacher/ TA is highly effective.</p> <p>Pupils receive teacher support in 1:1 or small groups on specific homework. Support with pre learning and new concepts.</p> <p>Support for pastoral issues as completing homework. Homework is completed at school. This reduces stresses at home, pupils' complete homework, which can raise pupils self-esteem.</p>	2 3 4

<p>Additional oral language small groups and 1-1 interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI- (Nuffield Early Language Intervention for EYFS pupils).</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention for EYFS pupils improves listening and vocabulary skills. 3-5 weekly sessions over a 20 weeks, delivered to pupils with poor language skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Targeted intervention led by teachers and teaching assistants. CPD for teachers to ensure phonic lessons are high quality with focused learning intentions. (4x week for 12 weeks)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular short sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 4

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

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an Emotional Literacy Support Assistant (ELSA) for identified pupils.	<p>ELSA trained by Educational Psychologists to support emotional development of pupils.</p> <p>ELSA support builds a positive relationship with challenging</p>	5 6

<p>Provide access to and fund Relate Counselling services for identified pupils- Time To Talk</p>	<p>pupils and can help them to think about and reduce these behaviours. Pupils supported to find own solutions.</p> <p>Reduction of referrals to Educational Psychologist and CAMHs for pupils struggling post lockdown with anxiety and separation anxiety.</p> <p>Pupil attendance increases and attainment increases as pupils are able to focus, concentrate, less anxious and better mental health. Pupils are more resilient.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Apply strategies such as:</p> <ul style="list-style-type: none"> • Prepare supporting resources to ensure pupils can access learning when they return • develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support) • provide tailored praise and encouragement when pupils attend and arrive on time • Give pupils special jobs / responsibilities to encourage them to be in school, on time e.g. School Councillor, Register Collector etc. <p>Training and release time for staff to develop and implement attendance strategies to improve pupil attendance.</p> <p>Staff attend LA disadvantaged Pupil CPD and courses. Strategies to support attendance implemented.</p> <p>Build and develop relationships with families to support pupil attendance. Help overcome barriers to attendance. Support families with</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

<p>pastoral difficulties, access to support services and courses.</p> <p>Regular conversations with parents, letters home, rewards for attendance and being on time. Build positive, supportive relationships. Celebrate pupil successes.</p>		
<p>Support with cost of school trips, residential visits, school sporting activities, musical band and instrument tuition.</p> <p>Support with costs of enrichment experiences such as dance workshops, tennis lessons and cricket coaching lessons.</p> <p>Support for disadvantaged pupils by providing uniform, PE clothing and personal hygiene items.</p> <p>Support with cost of gifted and able pupil courses at Braeside and local secondary school high-flyer courses.</p> <p>Support with additional academic and educational resources such as books, and digital devices if required, to facilitate homework and home learning. (Laptop loan).</p> <p>Support to join after school clubs such as teacher led clubs. E.g: art club, arty maths club, cooking club, Book Club, Languages Club.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Pupils engage with school, pupils attend school, supports social, emotional development and academic attainment.</p> <p>Supporting pupil welfare increases pupil confidence and wellbeing and supports attendance and attainment. Support for able disadvantaged pupils to raise self-esteem and aspirations.</p> <p>Support with additional educational resources facilitates home learning and completion of homework and raises self-esteem.</p> <p>Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as day trips and residential trips) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.</p>	1 2 3 4 5 6
<p>Contingency fund for acute issues to support pupils with additional and extra above the normal requirements.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £39,570

Part B: Review of outcomes in the previous academic year 2021-2022

KSM Pupil Premium Strategy outcomes for 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments during 2021/22 suggested that the performance of some disadvantaged pupils was lower than non-disadvantaged pupils in aspects of reading, writing and maths. However, all pupils made progress from their starting points.

4 pupils from a Year 6 cohort of 18 were disadvantaged pupils. This includes an EHCP and a Young Carer. This equates to 22.22% of the cohort.

Target 1

Improved oral language skills and vocabulary among disadvantaged pupils.

Assessments and observations throughout this year indicate significantly improved oral language among our disadvantaged pupils. Pupils are improving their speaking and listening skills and their acquisition, understanding and use of vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. KSM is taking part in the National Oracy Project and the Wiltshire Year of Reading. Book week included poetry recitals by pupils and a visiting author who discussed how good vocabulary captures and enthrals the listener or reader. Topic vocabulary is displayed around the classrooms and modelled by all staff. Pupils writing demonstrates their acquisition of vocabulary through its use in their independent writing.

KSM will continue to work towards this target over the next academic year.

Target 2

Improved phonic acquisition among disadvantaged pupils.

100% of pupils achieved the expected standard in the Year 1 Phonic Check in June 2022. (Local Authority 75% and National 75.5%).

Additional intervention groups targeted specific pupils who were vulnerable to not achieving the expected standard and expected progress in phonics. High quality teaching, CPD for staff, daily reads, parent support, and phonic games have all supported this success.

KSM will continue to work on this target over the next academic year to ensure phonic standards remain high and to embed new SSP.

Improved reading attainment among disadvantaged pupils at the end of KS2.

KSM completed the Wiltshire Year of Reading Bronze Level and championed books and reading throughout the year. KSM has held book events, author days to promote reading and Magic Book Club for pupils to attend. All classes use the library and the books replenished regularly. Teachers read stories to different classes and promote a love of reading. The mobile library van is being reintroduced following Covid.

KSM Tutor Group and Homework Club supported disadvantaged pupils' development of reading through delivering carefully planned lessons, focusing on developing decoding and comprehension skills (VIPERS).

75% of our schools disadvantaged cohort achieved the Expected Standard in Reading at the end of KS2 (3 out of 4 pupils).

The schools gap to non-disadvantaged pupils nationally has improved by 73.7% KSM disadvantaged cohort's Reading Expected Standard has increased by 75% from 0.0% in 2018/19 to 75.0% in 2021/22

KSM will continue to work on this target over the next academic year.

Target 3: Improved writing attainment among disadvantaged pupils at the end of KS2.

KSM Tutor Group and Homework Club has supported disadvantaged pupils' development of writing, spelling, grammar, punctuation and vocabulary through delivering carefully planned lessons. Pupils show an enjoyment of writing, shown through pupil voice, their work and independent writing of stories, poems and letters.

25% of our schools disadvantaged cohort achieved the Expected Standard in Writing at the end of KS2 (1 out of 4 pupils).

The schools gap to non-disadvantaged pupils nationally has improved by 32.9% KSM disadvantaged cohort's Writing Expected Standard has increased by 25% from 0.0% in 2018/19 to 25.0% in 2021/22.

KSM will continue to work on this target over the next academic year.

Target 4: Improved maths attainment for disadvantaged pupils at the end of KS2.

KSM Tutor Group and Homework Club has supported disadvantaged pupils learning in mathematics. Changes in the way we teach maths at KSM include being part of the Maths Mastery programme and Mobius Maths Hub, providing quality CPD for staff and using the White Rose Scheme of Work are helping to embed maths principles and raise standards of maths across the school. This is evidenced by the positive maths data across all year groups. Pupil voice shows pupils are enjoying their maths lessons Staff actively encourage pupils to promote a love for maths and to feel more confident and resilient when tackling new maths concepts. Staff have embedded this by running an after school maths club.

0% of our schools disadvantaged cohort achieved the Expected Standard in Mathematics at the end of KS2 (0 out of 4 pupils).

The schools gap to non-disadvantaged pupils nationally has improved by 6.1% KSM disadvantaged cohort's Maths Expected Standard has remained the same at 0.0% in 2018/19 to 0.0% in 2021/22.

This will be a priority area and KSM will continue to work on this target over the next academic year.

Target 6: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Information from pupil voice, pupil and parent questionnaires and teacher observations highlighted pupils who needed additional support with wellbeing.

Our PSHE Scheme of Work is implemented consistently across the school.

KSM has a PSHE Subject Leader and a Mental Health and Wellbeing Subject Leader. Subject leaders attended CPD. The KSM Mental Health and Wellbeing Subject leader attended the Wiltshire Senior Mental Health Lead training.

KSM has provided resources and enrichment activities to support all pupils' wellbeing at KSM, in particular disadvantaged pupils wellbeing.

This includes:

- Music tuition for disadvantaged pupils and access to Rock Steady Band.

- Sports club attendance and securing reduced fees for pupils attending sports club outside school.
- Providing personal hygiene items such as deodorants and clothing.
- Providing school uniform, books and equipment.
- Providing digital devices to support homework.
- Facilitating additional transition visits to secondary school.
- Regular meetings with families to offer support and signpost to other agencies who are better equipped to support families, such as STYX, Barnados, Young Carers and The Rise Trust.
- Providing access to Able, Gifted, Talented and Enrichment Courses at Braeside Education Centre for pupils identified as AG@T.
- Support for families with a percentage of costs of school trips, visits and residential trip costs.
- Qualified ELSA in school who works with individuals and small groups of pupils to support their emotional and social needs. Our ELSA also works with families and agencies to ensure pupils can access and receive the best support possible.
- Organising and supporting Alternative Provision for specific disadvantaged pupils.
- Contributing towards the cost of swimming lessons and providing swimming kit and towels.

KSM will continue to work on this target over the next academic year.

Target 7: All teachers will be trained and deliver Quality First Teaching (QFT) lessons.

Teachers have attended quality CPD delivered through courses, staff meetings and network briefings.

QFT is a regular agenda item at staff meetings and all staff share ideas, resources and strategies to constantly support and upskill one another.

QFT was a focus by the Local Authority Schools Improvement Advisor and the school was deemed as Secure to Secure Plus. Evidence used: Lesson Drop Ins, pupil voice, teachers planning and pupil book scrutinies.

Attendance at KSM

In 2021-2022 the whole school attendance was 95.93%, with 3.66% authorised absences and 0.41% unauthorised absences.

Attendance of Pupil Premium pupils was 94.9%, with 4.9% authorised absences and 0.2% unauthorised absences.

4 Pupil Premium pupils were above the Absence Threshold level of 10%. Exploring the data behind these figures show that illness was a factor in these pupils' absences.

KSM will continue to support pupil attendance and work towards ensuring all KSM pupils attendance meets or exceeds the Government aim of 96% attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year. Some pupils were still struggling with the after effects of Covid and the school lockdowns. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, enrichment activities and targeted interventions where required. We are

building on that approach with the activities detailed in this plan. ELSA support has been extremely valuable in supporting our most vulnerable pupils.

Externally provided programmes 2021-2022

Programme	Provider
Maths intervention and booster groups	Third Space Maths Hub
Nessy Dyslexia programme	Nessy Learning
Nuffield Early Language Intervention - NELI	NELI
Dyslexia Gold	Dyslexia Gold
Emotional Literacy Support Assistant (ELSA)	ELSA- KSM
KSM Tutor Club and Homework Club	KSM

Service Pupil Premium funding (SPP)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We identified gaps in service children's education caused by moving between schools, which we addressed with targeted support through small group interventions and school led Tutor group.</p> <p>Support for acquisition of phonics through small group support.</p> <p>Support with development of handwriting through additional handwriting lessons in a small group focussing on specific letter formations and joins.</p> <p>Support with reading through pupils having a daily read and book discussion with teachers and teaching assistants.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Review of school actions and strategies:</p> <p>Service pupils made good progress in subject areas where additional support had been provided such as in phonics, handwriting and reading.</p> <p>End of year assessments show that gaps had narrowed as pupils met or exceeded age related expectations.</p> <p>Teachers observed improvements in wellbeing amongst service children. Service pupils were more settled, better peer relationships and making friendships, growing self-</p>

	<p>confidence and self-esteem. Parents at KSM Parent Consultations confirmed this.</p> <p>Parents confirmed their children were settled, made firm friendships, were happy and enjoyed coming to KSM school.</p> <p>Attendance of Service pupils at KSM was 95.8%, with 3.8% Authorised absences and 0.5% unauthorised absences.</p>
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Further information

KSM school is a rural village Church of England school on the outskirts of Chippenham. In 2021-2022 20% of KSM children are in receipt of PPG, 5.14% of our children are in receipt of Service Premium. Our plan has been informed by the specific needs of the children across our community.

Our Service pupils are well settled at KSM. Their military serving parents are not currently highly mobile with the result that most Service pupils remain at KSM for the majority of their primary education. The school works hard to create a calm, safe and consistent learning environment where all pupils' achievements are shared and celebrated.

We have ensured that our spending supports our pupils' needs. We make sure our approach to high quality teaching is consistent. Time and funding is allocated to train teachers and teaching assistants, so all children get the best teaching. We balance this by using a proportion of our funding to ensure 1:1 and small group work is available for all children who require additional interventions and support.

We aspire to provide our children with the most impactful activities that we can provide e.g. one to one reading, small group tuition and small group interventions to support their learning and narrow the gaps. Some Disadvantaged service pupils are academically able and we support their learning by ensuring they are academically challenged and encourage them to attend gifted and talented courses and high-flyer classes at Braeside and the local secondary schools.

Our Governors receive reports on the progress of our Disadvantaged learners across the year, linked to monitoring of the School Development Plan.

The PP governor is involved in the strategic overview of the strategy, using our data and self-evaluation to hold the school to account and challenge proposals and outcomes.

Our strategies have been informed by the following research

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which strategies and activities had had the greatest impact on pupil's attainment, wellbeing and attendance. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, pupils and teachers in order to identify the challenges faced by our Disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use this guidance through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach. We will continually review and adjust our plan over time, to secure and ensure better outcomes for all of our pupils at KSM.

Updated November 2022 KC