

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kilmington Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	17.94%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to July 2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Lee White
Governor lead	Martin Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£23,545.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Home environment impacts on pupil's ability to interact with other pupils in school so friendships are not as strong as those from a stable home
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6.	Challenges in the home environment compared to the school environment with regards of boundary setting.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To enable all children eligible for PP to achieve at least expected standards and to make at least expect progress. Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national. % PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.
To improve the behaviour and social/emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning

	time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to meet targets se through giving additional enrichment opportunities and immersing them in a culture of high expectation.	Children have opportunities to attend extra-curricular clubs, e.g. music, sports art and drama, and to provide them with a rich curriculum. Ethos of high expectations in all classes for all children .

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: £8,143.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first <p>Feedback given first</p>	1 and 2

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

Budgeted cost: £8,205.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target gaps in understanding</p> <p>Quality First Teaching</p> <p>Specific vocabulary teaching of tier two words</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact) 	2 and 3
<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Social and emotional learning (moderate impact) • • Outdoor learning (moderate impact) 	3 and 5

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

Budgeted cost: £7,545.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High attendance promoted to parents through the newsletter</p>	<p>DFE data shows a significant impact of poor attendance on achievement.</p>	4, 5 and 6

<p>and other communication.</p> <p>Termly parent forums to promote positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Continued employment of TAs to implement PHSE support across all year groups</p> <p>Offer £80 per term per pupil for parents to purchase uniform or put towards trips and activities.</p> <p>Forest Schools</p> <p>Offer of breakfast club to improve punctuality where required.</p>	<p>Positive relationships with parents improve attendance.</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor and adventurous learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>Outdoor and adventurous learning (moderate impact)</p>	

Total budgeted cost: £23,893.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Over the last year the number of PP children has increased across the school but the percentages at Age Related Expectations in reading, writing and maths have not changed.

PP children who were provided with laptops during lockdown to assist with access to the online learning have kept those laptops to enable them to access online programmes such as Times Table Rockstars, Doodle Maths and Doodle Spelling so they were not disadvantaged and could develop confidence with basic skills.

We used Accelerated Reader regularly (every half term) to enable teachers to monitor pupil progress in reading in KS2 throughout the whole year. Children in the PP group, without SEND, were found to have made progress in line with their peers.

PPG children, without SEND, who took the phonics screening test as Year 2s were in line with their peers.

On their return to school more focus was given to PPG children on their emotional wellbeing and safety. This was provided through circle time, small group interventions on PHSE and attachment based mentoring. An HLTA used an afternoon a week to catch up with vulnerable children on a 1-1 basis.

Doodle maths was used after lockdown to fill in gaps in key skills. We continued to use it this academic year to fill in any remaining gaps. PPG children, without SEND, were found to be in line with their peers and made at least the same amount of progress.

We continued to use Class Dojo in school. Children gain class points for positive learning behaviours. PPG children find this extremely motivating as they are working with their peers to get a group reward.

Parents' evenings were a blended approach – remote or face-to-face - whichever parents wished. PPG families were approached by teachers to ensure that those parents were able to attend.

Forest school was allocated on a weekly basis for children in KS1 and on a two-weekly rota for KS2 to enhance mental wellbeing.

Bursary was used to ensure that PPG children attended all trips, including residential trips, and had suitable sport wear for PE lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online assessment tool for Numeracy and Literacy	Doodle
Numeracy support in class and online	White Rose
Online reading support	Bug Club
Online curriculum support and parent communication	Class Dojo