

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Kingstone and Thruxton Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	62 (31%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	
Date on which it will be reviewed	Termly, with full review in September 2023
Statement authorised by	Elissa Vigus
Pupil premium lead	Elissa Vigus
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,112

Part A: Pupil premium strategy plan

Statement of intent

We recognise that every child's journey is different, and are committed to ensuring that no child is left behind as a result of their background, circumstances or need. Our use of Pupil Premium ensures that any barriers are identified and removed, in order that every child has access to high quality education, including those children already identified as high achievers.

The role of the Pastoral Lead and Emotional Literacy Support Assistant (ELSA) is fundamental to meeting individual needs, and we see this as a meaningful investment as part of our Pupil Premium provision.

In order to ensure our strategy is successful, we will:

- Prioritise early intervention, training and supporting staff to recognise where this is a need for action;
- Work closely with all members of the family to provide an all-encompassing approach to pastoral support.

- Using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy, we will rigorously monitor the impact of our interventions and support programmes, adapting them quickly to ensure they are effectively meeting the needs of the individual.

Challenges

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

Challenge number	Detail of challenge
1	40% of pupils do not demonstrate 'school ready' language and communication skills on entry.
2	Due to the cost of living increasing in 2022, more families now fall into the disadvantaged bracket and just above.
3	To continue to strive towards more consistency with levels of engagement from parents and carers outside of the school environment; to ensure a more positive impact on attainment, behaviour and progress.
4	Our attendance data over the last year indicates that attendance among most of our disadvantaged pupils has been below 96%, generally a lower percentage than for non-disadvantaged pupils.
5	A lack of opportunity and experiences beyond school, results in limited cultural capital for all pupils.
6	We have seen an increase in the number of children affected by mental health issues.

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
Level up the gap between disadvantaged and non-disadvantaged children in EYFS.	At least 80% of all pupils in EYFS will achieve the Communication and Language and Speaking ELGs. By the end of 2024, at least 80% of all pupils in EYFS will achieve GLD.
Improved whole-school oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and intervention logs. This is to be supported by the EEF toolkit for interventions: Oracy. A range of oracy interventions taking place for disadvantaged children including: <ul style="list-style-type: none"> • Talk activities. • Pre-tutoring of curriculum focused vocabulary. • Time to talk embedded into lesson inputs- supported by sentence stems and discussion guidelines to scaffold the children's learning.

Additional learning experiences are accessible to all children, including our most disadvantaged children.	All families are given plenty of notice and time to afford to pay for any additional experiences. Where this is a barrier for parents, support is put in place. No child shall miss out on enriching activities/ experiences due to financial barriers.
Increased level of engagement from parents and carers at home resulting in improved outcomes for all pupils, particularly our disadvantaged. We will monitor parent's engagement with reading more closely.	<p>Parents feel equipped to support their child(ren)'s learning out of school and have a greater impact.</p> <p>80 % of PP children identified as having social, emotional and/or mental health issues achieve NE progress and attainment targets.</p> <p>Improved and sustained levels of wellbeing by 2024/25 will be demonstrated by a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with at home- this will be monitored using our new reading engagement system- Boom Reader. • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils.
Improved attendance for all pupils, particularly our disadvantaged pupils, who will achieve 96% attendance.	Records to continue to show that interventions are positively impacting on the children's attendance rates. There will be a decrease in the number of persistently absent children, particularly disadvantaged children. Attendance will continue to rise, with all disadvantaged children targeted to achieve 96% and above.
There will be an enhanced range of experiences on offer for disadvantaged pupils beyond the school environment, including educational visits and visitors/tutors into school. Increase school offer in terms of a broader curriculum. For all disadvantaged pupils to have experience and understanding of the world both within and outside the area that they live.	<p>Children will continue to be more familiar with links to other schools and experiences which are different from their own, based on their locality, will become the norm as seen embedded in the curriculum. This will continue to take the form of WOW days and Opening Minds events.</p> <p>Activities designed to provide greater exposure to the wider world, in place through high quality texts across all areas of the curriculum.</p> <p>Enrichment opportunities provide a deeper understanding of life in modern day Britain. No child shall miss out on any experience as a result of financial barriers.</p>
Investment in the Pastoral Lead, ELSA and WEST Practitioner roles to support the mental well-being of our children.	Pastoral and classroom staff liaise well to ensure that all children in need of mental health support and guidance receive Pastoral support. Referral records, classroom observation, SDQs and 'big picture knowledge' of individuals all join together to form wraparound support. Records of interventions track progress and support any additional support or agency involvement that may be required.

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: £15, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
The appropriate CPD will continue to be sourced, resourced and delivered: NELI, ELSA, speech and language interventions, Teaching Talking.	EYFS data trends in school show that where PPG has been targeted at speech and language interventions in EYFS, children have achieved the ELG related to language and communication. EEF – Oral Language Interventions (Toolkit) have a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 and KS2.	1, 4
Reading CPD- Boom Reader. Class Teachers, support staff and parents to receive training on our new reading recording system- Boom Reader.	Boom Reader removes the need for paper copies of reading records and allows parents and teachers to better track their children’s reading activity. Reading records can be analysed and staff can use reminders to ensure children are listened to in a timely way. https://go-read.co.uk/ A trial of Boom Reader in two classes (Years 2 and 6) for a term last year showed that our children were more engaged readers and read more often with an adult at home. Parents reported that the system was easy to use, and noted that the interactive reward incentives helped their children to become more focused on reading at home. Following this research, we are rolling out Boom Reader across the school to ensure a cohesive and consistent approach to the recording of home reading.	1, 3
Mental Health Lead Training for Pastoral Lead.	DfE guidance for Senior Mental Health Lead training states that research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approaches-to-mental-health-and-wellbeing	2, 3, 4, 6
Oracy - CPD to support our whole-school approach.	In class oracy interventions will take place regularly across the school.	1, 3, 4

<p>Pupil Premium Lead to promote oracy in the classroom and during meeting times. Class Teachers to be provided with a bank of ideas and resources in order to implement this change effectively. These resources and ideas will be closely linked to research and what has been found to work effectively.</p>	<p>Further research can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Use of best practice to develop oracy at Kingstone & Thruxton Primary School: https://www.youtube.com/watch?v=2ADAY9AQm54</p> <p>https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enjoy and Achieve intervention.</p>	<p>Case studies in school indicate a strong improvement of the children and parents' well-being. The children taking part in small group interventions communicated a feeling of importance, value and are driven to attend more regularly. This is supported by the DfE guidance: Improving School Attendance (https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities). This encourages schools to develop schools' roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school. Our school Pastoral Lead works closely with our disadvantaged families to monitor attendance and well-being of both our children and their parents. The EEF Toolkit promotes strategies such as these, and states that they can improve progress by +4 months (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)</p>	<p>3, 4</p>
<p>Additional IDL intervention provision for disadvantaged pupils across the school.</p>	<p>Last year, it was found that numerous studies indicated a positive effectiveness of the IDL programme, showing that it is a proven solution for increasing reading and spelling ages of pupils with dyslexia and other learning difficulties. We found that all children that were targeted with these interventions in school made accelerated progress. Due to our positive findings in school, more children from disadvantaged backgrounds have benefited from IDL intervention, with more individuals being created accounts for this speaking-computer based multi-sensory system. Children are closely</p>	<p>1</p>

	<p>monitored to see if the IDL intervention would be beneficial and initial IDL assessments carried out. Further research can be found here: https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</p>	
<p>Targeted oracy support sessions in each class, delivered by Class Teachers and trained Support Staff.</p>	<p>The EEF Toolkit shows that targeted and planned interventions can increase progress by +6 months. We have rigorous tracking, monitoring and provision mapping in school, which supports the use of SMART targets that are regularly reviewed. Enrichment of topic knowledge/ vocabulary to be targeted during these sessions. The impact of these is evident in Pupil Progress Meeting notes, provision map reviews, intervention logs, monitoring cycles and data. In-class oracy interventions will take place regularly across the school.</p> <p>Further research can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>School 21 - best practice strategies for effective talk: https://www.youtube.com/watch?v=2ADAY9AQm54</p> <p>Evidence to support the effectiveness of oracy: https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	<p>1,3, 4 ,5</p>

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

Budgeted cost: £7, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead to deliver 1:1 behaviour interventions for all pupils that require support.</p>	<p>An individual case study from a KS2 child last year showed improved attainment due to behaviour intervention with the Pastoral Lead. The Class Teacher reported fewer instances of low-level disruption and less challenging behaviour shown by the individual. Significant improvement of parental engagement was also reported. The EEF Toolkit indicates that +4months progress can be made with 1:1 behaviour intervention. Further research and strategies can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3, 6</p>
<p>Interventions to promote aspirations that focus on: parents and families; quality first teaching and extra-curricular activities. These will sometimes involve peers or mentors.</p>	<p>The EEF Toolkit says: The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mind-sets interventions.) These aspiration interventions look more closely at what our children hope to achieve for themselves in the future, discussing future careers, university and further education. Pupils require a good education and outcomes to be able to achieve these aspirations, in turn, motivating our pupils to focus on their attainment. Interventions last year found that activities to support pupils to develop self-esteem, motivation for learning or self-efficacy are more effective in our setting and motivated our children to achieve highly in school these individuals demonstrated a more settled attitude to learning.</p> <p>Further evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Behaviour strategy raises the aspirations of our children, allowing them to have a greater ownership over their behaviour. We closely follow the research by Paul Dix- ‘When The Adults Change, Everything Changes: Seismic Shifts In School Behaviour’: https://www.crownhouse.co.uk/assets/look-inside/9781781352731a.pdf</p>	<p>3,4,5,6</p>

<p>Opening Minds Weeks and WOW events to provide enriched experiences beyond our children's cultural exposure, especially that of our disadvantaged children.</p>	<p>This year will be the eighth successful year of running Opening Minds Weeks for our children. Positive recall of events taken place can be heard during Pupil Voice feedback sessions. Our most recent Opening Minds Week (Thank You for The Music) enhanced our children's cultural capital and had a long-lasting impact. Our children have reported these experiences as positive, cultural memories and can recall the orchestra visit, junk drumming and other musical workshop experiences. These provided our children with enriching activities that they would not usually experience, especially our children from more disadvantaged backgrounds.</p>	<p>2, 3, 4, 5</p>
<p>Pastoral Lead to maintain attendance mentoring as a specific part of the role; attendance interventions in place for children and families. Attendance tracking to highlight families getting closer to low attendance percentages (below 96%) to be contacted in advance.</p>	<p>Our Pastoral Lead has worked closely with a few case study families which has demonstrated a continued significant improvement on individual's attendance and improved well-being of both the children and parents. Disadvantaged families with children at risk of entering low attendance percentages were contacted in advance and attendance plans put into place. In result, there was a positive correlation between parental engagement and pupil attendance. This is supported by the DfE's guidance: Improving School Attendance encourages schools to develop schools' roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school. Further evidence: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p>	<p>3, 4, 6</p>
<p>Support from Pastoral Lead to integrate WEST (Wellbeing and Emotional Support Team) practitioner.</p>	<p>The NHS Long Term Plan (published January 2019) built on the Green Paper, announcing that by 2023/24, an extra 345,000 children and young people aged 0–25 will receive mental health support. WEST will work with each setting to understand the particular characteristics and needs of their students, to establish clear expectations and ways of working that fit with the setting and the local area and ensure they become an embedded part of the overall mental health support team. Recognising the respective expertise of education and mental health professionals in addressing the needs of children and young people will support this process of integration.</p>	<p>6</p>

Total budgeted cost: £69, 112

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 2022 to 2023 academic year.

Funding was used to support levelling up the gap between disadvantaged and non-disadvantaged children in EYFS. This was in the form of interventions such as NELI. The Reception end of year results (2022-23) saw 50% of PP children achieving GLD and 67% of non PP children achieving GLD.

Additional learning experiences were made as accessible to all children as possible, including our most disadvantaged children. Support was given to enable families to access financial support from the Church Charity Trust, particularly towards larger trips. For other events, the cost was subsidised for children in receipt of Pupil Premium funding – Young Voices, and a residential trip to London, for example. Feedback from parents is that, with the cost of living crisis, even with any support already in place, they are struggling to fund school trips. In 2023-24 this is something that we will need to offer greater support with.

Throughout the year we worked hard to ensure an increased level of engagement from parents and carers. Parents were invited to a range of in school events and these were well attended. An afternoon tea event, led by the Year 4 children, saw every child represented in a hall packed full of parents and carers. There was no cost to parents for this.

Teachers worked closely with parents to maximise engagement and to keep them fully informed of their child's progress. Class blogs on the school website continued to be a success and teachers kept class registers where they recorded contact with parents to ensure an even spread. Engagement with disadvantaged families was a priority.

We will continue to promote parental engagement in 2023-24 and have plans in place to further develop the progress made this year.

Improving attendance continued to be a focus. The pupil premium attendance rate for 2022-23 was 90.16%. This was an improvement on the previous year (2021-22) where the percentage was 88.59%. Last year, our persistent absence percentage was 20.79%. This is an improvement on 2021/22 where the percentage was 24.88%. Although there is still work to be done to further raise this percentage, we are pleased that the targeted interventions and rigorous procedures in place for tackling persistence absence are working. There were some real individual success stories where persistence absenteeism was successfully addressed. This includes a Year 5 child whose attendance rose from 77.4% (2021-22) to 94.2% (2022-23). This child received support from our WEST worker and Pastoral Lead and also benefitted from ELSA sessions. We will continue to strive to achieve an attendance rate of at least 96% for our disadvantaged pupils.

Substantial investment was made in our pastoral provision, in the form of our Pastoral Lead, ELSA trained staff member and WEST Practitioner role to support the mental well-being of our children. From the summer term the WEST worker was in school a day a week providing outreach sessions for children and families to support with mental well-being. She also held a parent drop in session as well as leading CPD for staff and delivering sessions to the Year 6 cohort.

ELSA sessions, delivered by a specifically trained member of staff, have continued to great effect throughout the year. SDQs were used to identify children who may require further support with their mental health and well-being. SDQs were particularly beneficial in identifying children who do not necessarily display obvious signs of requiring further support. Feedback from parents about these sessions has been very positive. The Pastoral Lead liaised with parents, directing parents to mental health support through external services as well as providing 1:1 and small group support to our most disadvantaged children.

Engagement with reading has been particularly closely monitored by both the English Subject Champion and class teachers. Where children were not reading regularly at home, contact was made with home to offer support. Book Clubs were set up for disadvantaged children in KS2. These were led by a school trustee. The children enjoyed a trip to book shops in Hereford to choose their books. The feedback from both parents and pupils was incredibly positive; these clubs will continue next academic year, again targeting disadvantaged children. Focus was given to ensuring the children have access to high quality texts throughout the year and contact was made with authors to further inspire children. The Year 4 children wrote to authors and received replies from many, including J.K Rowling and David Walliams.

Many of our children join us with low language starting points in Reception. Therefore, supporting language acquisition and modelling positive language skills is an important part of our classroom culture. Staff CPD has been used positively. The pupil premium lead delivered CPD to both teachers and support staff to support our whole-school approach and promotion of oracy in the classroom. Resources were handed out to be on display in the classroom and actively used to support the scaffolding of classroom discussion. These visual clues supported all children, but particularly some disadvantaged children who took comfort in the structured approach to discussions (using discussion sentence stems for example) and the use of hand gestures such as thinking thumbs. Teachers reported an improvement in less confident children contributing to class discussion as a result of these resources and strategies. Plans are in place to capitalise on this progress next year, including through outreach to feeder nurseries and specifically tailored CPD.

Our offer of extra-curricular events to enhance the curriculum, including Openings Minds weeks, WOW events and additional visits/ residentials, demonstrated enrichment of our children’s experiences of the world around them. Our Year 4 and 6 children went to a Young Voices event in Birmingham, joined by lots of parents to make this not only a long-lasting school experience but a memory for families. Below is a list of a few exemplar WOW events that took place last academic year (2022-23) to enrich our children’s cultural capital:

- Lambing live.
- Visit from a Paralympian.
- Residentials of numerous year groups.
- Opening Minds Week (including World of Work)

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

