

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Kempshott Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 and July 2025
Statement authorised by	Nicola Potter Head Teacher
Pupil premium lead	Michelle Baker Deputy Head
Governor / Trustee lead	Jamie Mackay, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32010
Recovery premium funding allocation this academic year	£3480
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	£35490

Part A: Pupil premium strategy plan

Statement of intent

At Kempshott Infant School, our Pupil Premium strategy is intended to:

- Develop confident, secure and happy children, fully equipped for the next stage of their education.
- Ensure all Pupil Premium children are equally able to access all curriculum and extra-curricular opportunities.
- Develop positive and open relationships with parents and carers, in order to offer effective and timely support.
- Close or narrow the achievement gap between the Pupil Premium children and all children, both in school and nationally.
- Support early identification of need for intervention.
- Provide high-quality interventions delivered by trained and experienced staff.
- Monitor and analyse progress of Pupil Premium children to ensure that barriers to learning can be overcome and accelerated progress is maintained.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental well-being.
2	Poor communication and language skills affecting confidence, social skills and learning in all areas.
3	Poor phonics knowledge and skills, impacting on reading and writing.
4	Gaps and misconceptions in Maths.
5	Poor listening, attention and concentration skills.
6	Financial hardship

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
<p>Children to feel happy and secure in school.</p> <p>ELSA - Children to have a trusted adult to talk with on a regular basis.</p> <p>Social skills groups - Children to develop their friendship skills.</p>	<p>Children develop trust in our ELSA and feel heard and secure in school.</p> <p>Children will develop resilience as they explore friendships.</p> <p>Children will happily share and take turns.</p> <p>Children will become more confident as they form secure friendships.</p>
Improved language and communication skills.	<p>Teacher observation of improved language in both social and learning situations.</p> <p>Children will happily speak in social situations, initiating conversations, sharing ideas for play and expressing their thoughts and feelings.</p> <p>Children will be keen to demonstrate their understanding as they talk about their learning with friends and teachers.</p>
Secure phonic knowledge and confident blending of sounds.	<p>Confident use of phonics in reading and writing.</p> <p>Increased fluency when reading and writing.</p> <p>Increased enjoyment of reading and writing.</p> <p>Children will take pride in their success.</p> <p>Increased confidence when spelling.</p> <p>Improved assessment scores.</p>
Gaps filled and misconceptions explained.	<p>Improved understanding in Maths.</p> <p>Increased confidence with number, encouraging children to explore and develop their ideas.</p> <p>Enjoyment in lessons.</p> <p>Improved assessment scores.</p>
More focused during input. Improved concentration.	<p>Improved engagement during lessons.</p> <p>Increased confidence, encouraging children to contribute and answer questions.</p> <p>Children find tasks more accessible and enjoyable.</p>
All Pupil Premium children's attendance in line with non-PP children.	<p>Children in school and able to engage with interventions, lessons etc.</p> <p>Social benefits, friendships maintained.</p>

	Positive attitude to learning and school.
Positive relationships with families.	Greater parental engagement, parents valuing education. Parents more confident so more home learning taking place.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two daily phonics sessions to accelerate learning.	Additional sessions to consolidate learning. Phonics Toolkit Strand Education Endowment Foundation EEF	3
Trauma Training for all staff.	Improved ability to support children.	1
Widget resources	Improved communication with children.	2
Continuing to develop Maths planning to include NCETM Mastering Number programme in all year groups.	Mastering Maths focuses on developing a secure understanding of number and developing confidence.	4

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

Budgeted cost: **£18950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Language Link. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 5
NESSY Programme and additional 1:1 targeted sessions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: **£4500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions to support children to develop social and emotional skills. Supported playtimes. Lunchtime Club. Social Skills groups. Lego therapy.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1 2 5

<p>Family financial assistance to ensure equity of opportunity in school.</p> <p>Two school uniform sweatshirts or cardigans per year.</p> <p>Funded school trips.</p> <p>Funded daily milk.</p> <p>1 funded term per year at a Sports Extra Club.</p> <p>Funded week at Summer holiday club.</p> <p>Funded place on the Mini-Dukes scheme.</p>	<p>To ease financial burden on families.</p>	<p>1 6</p>
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Total budgeted cost: £34950

Part B: Review of outcomes in the academic year 2022 - 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Last year's end of KS1 results were as follows:			
Year 2 Summer Assessment			
Pupils achieving ARE or above			
(This cohort included 7 Pupil Premium children)			
	Reading	Writing	Maths
All pupils	95%	93%	95%
Boys	96%	92%	98%
Girls	93%	95%	93%
PP	86% (6 chn)	86% (6 chn)	57% (4 chn)
Non PP	95%	94%	97%

Externally provided programmes

Programme	Provider
Mastering Number	NCETM (National Centre for Excellence in the Teaching of Mathematics)
Nessy	Nessy Learning

Service pupil premium funding (optional)

Measure	Details
	N/A

