

# Pupil premium strategy statement – Kingsteignton School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers <b>2022-2025</b>	
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Penny Fitch
Pupil premium lead	Penny Fitch
Trustee lead	David Barnett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50067
Recovery premium funding allocation this academic year	£4495
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

At Kingsteignton School we ensure that the use of the Pupil Premium Grant is targeted so that our disadvantaged pupils are enabled to become active, confident and socially responsible citizens by receiving the highest quality of education.

Disadvantaged students face a range of challenges and barriers to learning which can impact on their self esteem, confidence and life chances. Our aim is to ensure that through high quality teaching and learning, disadvantaged pupils make progress comparative to their non-disadvantaged peers.

We aim to remove barriers to learning and therefore narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally. A whole school approach in which all staff have high expectations for disadvantaged pupil will continue to be cultivated.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health
3	Speech, language and communication, particularly low attainment on entry in Early Years Foundation Stage
4	Attendance
5	Access to wider opportunities

## 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
Reading, Writing and maths	<ul style="list-style-type: none"> <li>• Children will achieve national average progress scores in KS1 Reading, Writing and Maths</li> <li>• Children will attain in line with non disadvantaged pupils/national averages RWM% (EXS/GDS)</li> <li>• Children will achieve national average GLD%</li> <li>• Children will achieve national average phonics %</li> <li>• Children will have accessed small group in class support</li> <li>• Children will have accessed one to one support from academic mentors</li> </ul>
Social, emotional and mental health	<ul style="list-style-type: none"> <li>• All enrichment activities are accessible to all pupils and uptake is equally positive across all groups including disadvantaged pupils.</li> <li>• Jigsaw PSHE curriculum will allow children to develop as responsible citizens ready to move onto the next stage of their education</li> </ul>
Improved speech, language and communication	<ul style="list-style-type: none"> <li>• Children in Early Years will have accessed Neli intervention</li> <li>• SALT intervention</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils will be closely monitored and will remain at or above national average</li> <li>• Family support (including Early Help) will support those disadvantaged children whose attendance drops below national.</li> <li>• EWO support when required</li> </ul>
Access to wider opportunities	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are supported to access a wide range of activities and experiences</li> <li>• Subsidised trips/ visitors to ensure participation of disadvantaged pupils</li> <li>• Subsidised peripatetic music lessons</li> </ul>

## 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of Mastering number Leanne and CPD for all staff</i>	Children are able to talk clearly about their learning in maths and explain their reasoning. Maths statutory assessments show that children are achieving at or more than national expectations. Internal data shows that this is a trend across the school	1
<i>RWInc additional training for teaching assistants to support phonics Reception, KS1 and Years 3,4 ,5 and 6 where required</i>	Phonics knowledge and understanding has improved with percentage of Year 1 and Year 2 reaching the required standards in the phonics screening is at or greater than national average – Fresh Start (RWInc)	1,3
<i>Whole class reading and increased resourcing of non-fiction, poetry and books for more able readers</i>	Internal data and statutory data show that regular whole class guided reading, daily whole class reading and the use of Accelerated Reader has had a significant impact on standards including for disadvantaged pupils Fresh Start has had a positive impact on those children in Years 5 and 6 who were identified as requiring additional support	1, 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tutoring for pupils (academic mentors)</i>	Internal and statutory data, book looks and pupil conferencing shows that those children who have received tutoring have closed attainment gaps identified through diagnostic assessment	1,5
<i>Small group tutoring for KS1 and KS 2 pupils (gap filling and catch up)</i>	Internal and statutory data, book looks and pupil conferencing shows that those children who have received tutoring have closed attainment gaps	1,5

<i>Academic mentors</i>	identified through diagnostic assessment	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>EWO support</i>	Attendance is effectively monitored and data shows that all groups of children within school have attendance in line with or above national averages  Levels of persistent absence are significantly below national average	1,4
<i>Jigsaw</i>	Our PSHE curriculum, Jigsaw, has contributed significantly to a positive and calm school environment which is regularly commented on by visitors to the school. This has led to continued high levels of attendance and has improved pupil progress	1,2,4
<i>Early Help</i>	The creation of a Family Support Worker post has allowed effective Early Help to support more vulnerable families. Targeted support to enhance children and family wellbeing and attendance is having a positive effect.	1,2
<i>Music and Art Projects</i>	All children have benefitted from these projects including disadvantaged. Whole class ukelele/singing instruction by a visiting musician for a term has generated a level of interest in taking up a musical instrument. Subsidised peripatetic music tuition is also available for disadvantaged pupils	1,2
<i>School Counsellor</i>	School counsellor sessions are generally oversubscribed. Feedback from children and parents indicates that the sessions have a significant beneficial effect on wellbeing.	1,2
<i>Nurture Group -</i>	Friday afternoon nurture sessions for selected children (disadvantaged and SEND) also serve to improve pupil wellbeing	1,2

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Lesson observations, book looks, pupil conferencing and the use of internal and statutory data shows that intervention work by academic mentors and teaching assistants has led to a significant reduction in the gap between disadvantaged and non disadvantaged children. The majority of disadvantaged children have made at least good progress from their starting points.

When working below ARE, case studies, intervention assessment data, TAF and EHCP plans are able to show progress across the year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
1:1 tuition	Employed academic mentors
Small group tuition	Employed academic mentors

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*