



# Kidmore End CE Primary School

*'Be courageous; Be strong; Do everything in love.'* (1 Corinthians 16: 13-14)

Headteacher: Miss Claire Spankie



## Pupil premium strategy statement 2024-2025

This statement details Kidmore End's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

Our strategy for the allocation of Pupil Premium funding is intended to be balanced in line with best-practice 'tiered-approach' from the Education Endowment Foundation, with an emphasis on quality-first teaching.

### School overview

Detail	Data
School name	Kidmore End CE Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	6.5% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Spankie
Pupil premium lead	Claire Spankie
Governor / Trustee lead	Rev James Stickings

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,670
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,071.62

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## Part A: Pupil premium strategy plan

### Statement of intent

#### **'Be courageous; Be strong; Do everything in love.'** (1 Corinthians 16: 13-14)

Our vision is to create a caring, inclusive Christian school community where everyone belongs and everyone is valued. We strive for excellence through developing the courage to take on all challenges. We do this by nurturing confident, independent individuals, with a lifelong love of learning. Our inclusive approach and inspirational curriculum enables all to flourish.

The values which underpin this vision are: Respect, Independence, Community, Kindness

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 to achieve that goal, including progress for those who are already high attainers.

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 in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside that of their disadvantaged peers.

Our strategy is also integral to wider school plans, such as our ELSA support for those who need emotional and social support, the use of our Educational Psychologist and our mental health and wellbeing programme.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

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



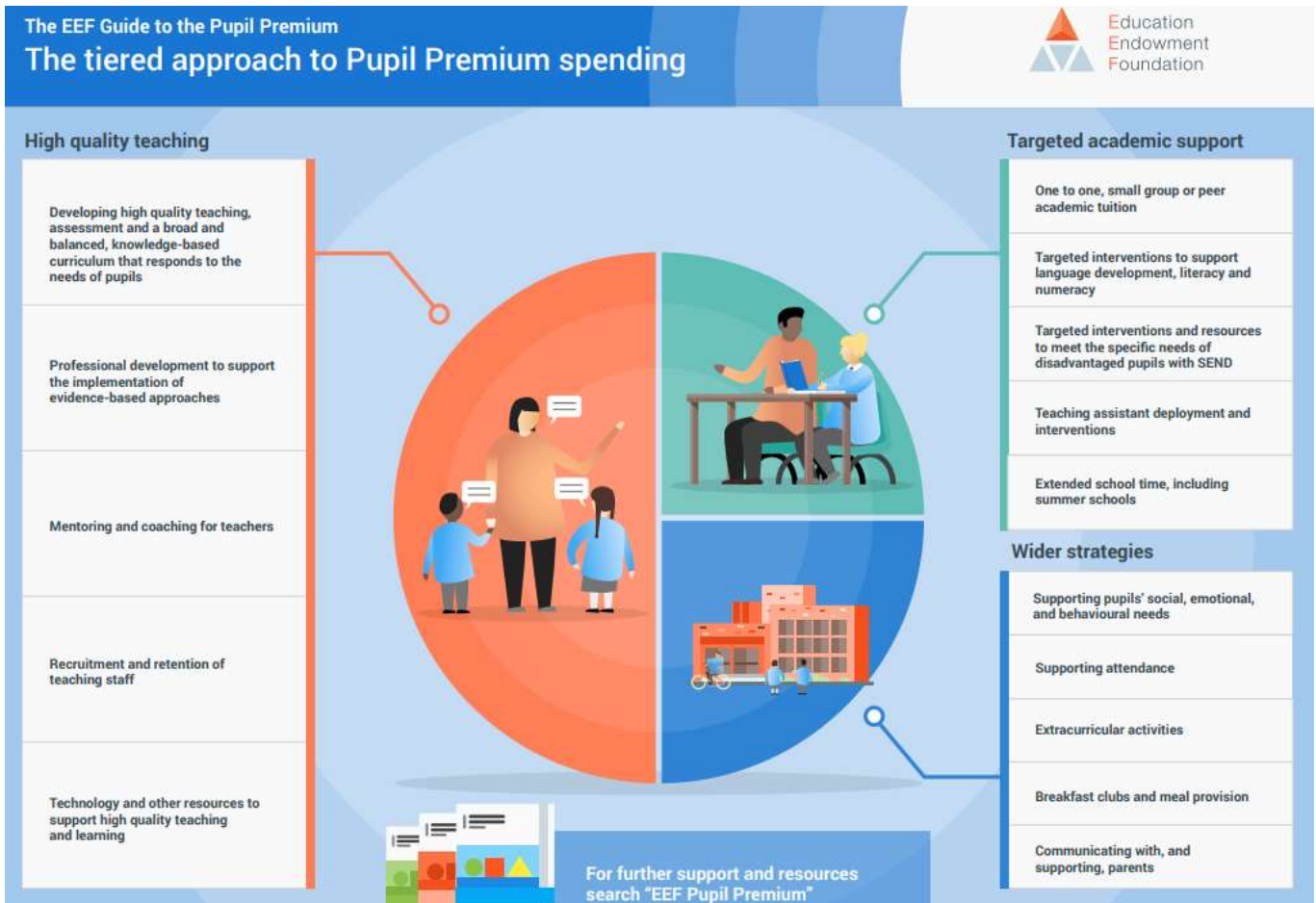
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**We use the tiered approach to Pupil Premium spending from the Education Endowment Foundation to ensure our work is grounded in evidence and best practice.**



**We couple this with an in-depth knowledge of our disadvantaged pupils - their strengths and their needs - to best identify effective and impactful approaches to support.**

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## Challenges

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

Challenge number	Detail of challenge
1	Narrowing gap between our PP children and non-PP children across reading, writing, and maths
2	As a group, disadvantaged children have a range of distinct and unique needs (including SEN) which makes it harder to consistently address common issues
3	Disadvantaged children may require more carefully targeted, timely support to enable them to make good progress
4	Some disadvantaged children may struggle more socially and emotionally than their peers, affecting their readiness to access learning in school
5	Difficulty in meeting the financial requirements of schooling further embed low self-esteem and confidence in disadvantaged families.
6	Families do not always know how to access support, or that there is support available to them, leaving difficulties unsupported, ultimately affecting pupils.
7	Attendance for particular disadvantaged children is low and requires improvement and engagement.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 years)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1	Use careful assessment and targeted quality-first teaching to support the needs of PP pupils across the curriculum.
2	Pupil Premium children achieve in line with all pupils nationally and their peers in school. Their unique and distinct needs are reviewed regularly, and practice is adapted to suit.
3	Pupil Premium children in every year group have priority access to well-taught intervention, both structured and bespoke, including those intended to help them 'keep up, not catch up'. These are provided in a timely way, based on formative assessment of pupils' next steps. They can be delivered in class via quality-first teaching, or in small groups and 1:1 if necessary.
4	Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need
5	Families are supported through a bespoke package to meet the financial requirements of schooling
6	Children and families experiencing difficulty can access support in a timely way, because they are confident in seeking advice or help from school. Children and families are confident to approach school to seek support.
7	Attendance improves for particular PP children. Attendance improves to LA average

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## 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: £ full cost of funding (approx 50% spend in this area)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality-first teaching strategies to support progress in all subjects at all levels. <ul style="list-style-type: none"> <li>Evidence-informed teaching practice (incl staff CPD and evaluation)</li> <li>Quality feedback</li> <li>Computing skills for delivery and learning</li> <li>Online safety teaching</li> <li>Rosenshine Principles to ensure learning is embedded into the long term memory for all our pupils.</li> </ul>	Quality-first teaching is one of the most important strategies to improve learning outcomes for all pupils, particularly those eligible for PP, and boosting attainment in all areas. Listed CPD priorities will evolve based on children's changing needs.  Based on the rationale that to improve outcomes for our PP it needs to work on a model that the whole staff are involved and know the expectations for our PP children. Embed Rosenshine Principles of learning and the small step model to enhance retention of learning.	1,2, 4
Further develop the wider curriculum, providing learning opportunities across a broad and balanced curriculum	Continue to develop the curriculum through regular focus and CPD. Sequencing knowledge from Reception to Year 6. Using teachers' specialism to create an aspirational curriculum.	1,2

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

Budgeted cost: full extent of the funding (approx 25% spend in this area)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support from teacher and TA	Several PP children need an individualised program of support in order to allow them to access the curriculum. Support may be within the classroom or within group or individual intervention programmes. Several of our PP children are also on the SEND register. Standardised assessments, observations, and conversations with teachers and pupils will help to track progress and develop next steps in reading and maths, and also in wellbeing/behaviour for learning.	1,2,3
Maintain regular review of PP tracker to highlight delayed attainment, sense of self and children's strengths.		1,2,3
Use of standardised assessments to develop and track progress in line with delayed attainment		1,2,3

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Profile to assess, implement and monitor areas of development and diagnostic need.		1,2,3
Training for intervention delivery and an inclusion culture for all: e.g ELSA, Zones of Regulation,, attachment, Behaviour as communication TA training and mentor for new staff		1,2,3

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

Budgeted cost: plus additional costs above the limit of the accounted funding (approx 25% spend in this area)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning	The teaching style of Outdoor learning allows for challenge and risk management outside the context of the academic classroom. This allows for development of these skills without the additional pressure of academic expectations.	1, 4
ELSA Support	1 x ELSA trained TA to provide 1:1 sessions on Emotional Literacy support. Aim is to increase self-confidence, self-belief and metacognition.	1, 4
Educational Psychologist	60% of our pupil premium children have SEN and require the support from the Ed Psy for emotional and social support and cognition and learning.	1, 4
Wellbeing and Mental Health Teaching	Develop our Growth Mindset teaching, Mental Health teaching and PSHE curriculum to develop children's wellbeing strategies.	1, 4
Support for financial burden of schooling Continue to promote Extra-Curricular Clubs for children entitled to PPG	Our tracker identifies financial difficulties in particular areas. Our package supports uniform costs, trip costs and extra curricular club provision	5
Support through mediation or other outside agencies.	At different times our PP families have needed additional support in order to maintain a supportive home environment and one that works alongside the school.	6
Take a zero tolerance approach to non-attendance and work with families to ensure attendance every day.	Children who attend school on time every day are known to make expected or accelerated progress across all curriculum areas.	7

**Total budgeted cost: £20,741.62** *plus additional costs above the limit of the accounted funding*

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## Part B: Impact of spending for the above strategy in 2024-25

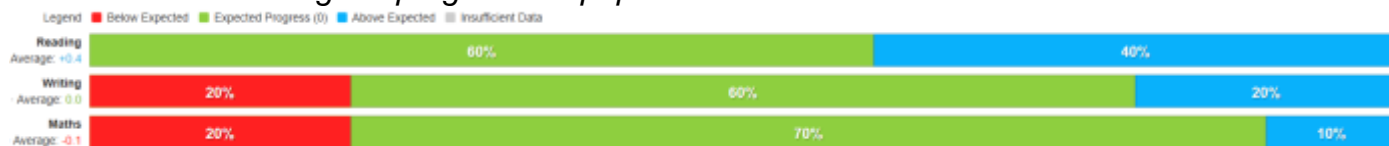
### Outcomes for disadvantaged pupils

*We have successfully implemented our Pupil Premium Strategy to improve outcomes for our disadvantaged pupils. We identified specific challenges within our school and used evidence-based approaches, including quality first teaching and more tailored, targeted support. Our strategy also addressed wider barriers to learning, including wellbeing and mental health.. Successful monitoring of our Pupil Premium and working closely with families has created a fully inclusive environment to ensure all children thrive.*

#### Core subject progress

*School data across year groups allows us to compare the progress of our disadvantaged pupils with non-disadvantaged peers. The school aims to close the gap for our disadvantaged pupils with most making expected or accelerated progress. All pupils are continuously assessed in Reading, Writing and Maths with summative assessments taking place across the year in the Autumn, Spring and Summer terms. Teachers conduct detailed analysis of data from these tests, and use it to identify strengths, areas for development, and next steps for each child. This supports us to identify targeted support where appropriate for our disadvantaged learners. Teachers meet 3 x a year with the Headteacher and SENCo to discuss pupil progress and any next steps, with PP pupils prioritised within the meeting.*

#### A ladder table showing the progress PP pupils made 2024-2025



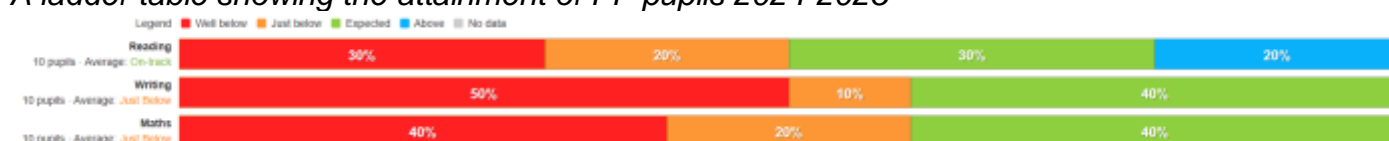
*In Reading, 100% of our pupil premium children made expected or accelerated progress with a progress measure of +0.4.*

*In Writing, 80% of our pupil premium children made expected or accelerated progress with a progress measure of +0.0.*

*In Maths, 80% of our Pupil Premium children made expected or accelerated progress with a progress measure of -0.1.*

*50% of Pupil Premium are on the SEN register. Therefore, we track their progress more closely to ensure that progress is monitored carefully. This is detailed within children's SEND learning plans or within EHCPs, and is reviewed regularly with parents across the year.*

#### A ladder table showing the attainment of PP pupils 2024-2025





## **Statutory data**

Statutory data for the end of Year 6 is based on 24 pupils, with only 4 eligible for Pupil Premium. This data is not statistically significant, therefore we ensure that our main evaluation and assessment is completed on a child-by-child basis. Last year, only 2 pupils were eligible for Pupil Premium in Year 1, therefore makes comparisons to national misleading.

## **Personal Development and Targeted Support**

To ensure we have a holistic view of each of our disadvantaged learners, we monitor this cohort closely across the year via pupil progress meetings. We review the child's attendance. Wellbeing, delayed attainment gaps and strategies to close these. This ensures that developments planned are tightly linked to the needs of our disadvantaged learners. We also track engagement in extra-curricular activities as part of our strategy to increase opportunity for our Pupil Premium learners.

Outdoor learning for all pupils ensured that pupils had access to a different style of learning and development. Practical, hands on activities, improving a developing our outdoor area, whilst learning skills such as whitteling and lighting a campfire, measuring, staying warm and dry under a shelter etc.

Last year, 70% of our Pupil Premium children enjoyed taking part in at least one school club. All pupils are offered free wrap around care and access to extra curricular clubs. Those who refused the clubs were offered alternatives during the school day, such as: Cooking club during the school day, targeting 2 of our PP children who did not take up before or after school clubs.

Sensory Circuits daily, targeting 2 of our PP pupils who did not take up before or after school clubs.

We are delighted that all of our disadvantaged learners in Year 6 were Playground Leaders in 2024-2025. This role is a significant whole-school leadership opportunity that requires a great deal of confidence and self-belief. This demonstrates the incredibly inclusive community who hold our disadvantaged learners in great esteem, and that there are no limits to what our learners can achieve.

## **Attendance**

Our attendance data is not statistically significant so we consider individual contexts when working to improve attendance. 4 of our Pupil Premium children were persistently absent last year, and careful work has been undertaken with families to support improvements.

## **Wider Strategies**

We are highly committed to ensure that all our staff have the highest quality training using evidence-informed practices that will improve teaching and outcomes for pupils. The further work that has been carried out this year to further develop our wider curriculum has been very successful. Planning is carefully sequenced to ensure progression from Reception to Year 6. We have highly-skilled teachers whose expertise has been utilised to provide an aspirational curriculum. Zones of Regulation and ELSA have also been successful at supporting children with emotional regulation.





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## Externally provided programmes

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

Programme	Provider
Zones of Regulation Emotional Literacy	Leah M Kuypers
ELSA	OCC
Sensory Circuits	

## 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

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