



Kennet Valley CofE VA School

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	Kennet Valley C of E VA Primary School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (2024-2027)
Date this statement was published	29/12/24
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Katie Mallinson
Pupil premium lead	Mrs Sarah Hues
Governor / Trustee lead	Mrs Elizabeth Daley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,950
Recovery premium funding allocation this academic year	£0
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	£9,950

Part A: Pupil premium strategy plan

Statement of intent

At Kennet Valley we are intentionally inclusive of all our children across the whole curriculum. We strive for an equitable curriculum offer so that all children, regardless of any vulnerabilities or disadvantages they may have, make at least good progress.

Our core values are Compassion, Curiosity and Courage and we approach our strategy for disadvantaged pupils with this in mind. By investing in CPD focused around Behaviour for Learning and Evidence Based Strategies for improving memory we will benefit all our pupils, but especially those who are currently working below age expectations. Additionally, a focus on diagnostic assessment will support us in ensuring that we understand the needs of all learners in order to be able to meet them. Improving TA deployment will help us to ensure we are getting the best out of one of our most valuable resources- our staff. Finally, we want all out children to feel that they belong at Kennet Valley ensuring equality of opportunity will help us to achieve this.

High Quality Teaching (HQT), in all of our classrooms, is the centre of our strategy and approach. This means that we are able to focus on the children who require the most support and that are disadvantaged. HQT *“is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils’ learning in class, on-going formative assessment and many others”*. thirdspacelearning.com

High Quality Teaching is recognised as being essential when closing attainment gaps for disadvantaged pupils. We also recognise that it is essential that progress for all children, including disadvantaged pupils, is sustained, and for disadvantaged pupils improved so that they make the same progress as their non-disadvantaged peers.

As a school we have identified the challenges for vulnerable pupils such as attendance, access to high quality reading books (and support with reading at home), mental health concerns – especially post lockdown and with Covid – and pockets of poverty across the area. We also consider the needs of children who have a social worker and other external support at home. As a school, it is part of our ethos to support all children, and their families, regardless of whether they are disadvantaged or not.

As a school we use robust assessment to ensure that children are making good progress and to identify gaps in knowledge and understanding. We also provide children with ‘live’ feedback and marking which allows children to act on advice immediately. Having both continuous teacher assessments and data from summative assessments allows us to ensure disadvantaged pupils are challenged in all work that is given to them, that we are able to act promptly when a need is identified. We have an ethos of whole school responsibility, which means that all staff take responsibility for our disadvantaged and vulnerable pupils and their outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>Disadvantaged learners have a much higher likelihood of being Persistently Absent than any other group within the school. Periods of absence are often short, breaking up weeks and disrupting learning. Many of these absences are reported to be related to illness but discussions with the children suggest that there may be underlying mental health reasons.</p>
2	<p>Reading across the Curriculum</p> <p>Children with lower reading attainment can struggle to access aspects of the wider curriculum independently, which has an impact on both their wider learning and self-confidence. Disadvantaged Learners are disproportionately represented among those who are working below age expectations</p>

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	for both fluency and comprehension. This may be due to less frequent reading at home as a result of adults competing priorities.
3	<p>Maths Gaps</p> <p>As a result of poorer attendance and more school moves, disadvantaged learners are more likely to have gaps in their maths knowledge. This affects children at both ends of the attainment spectrum with many of our disadvantaged learners being previous high attainers who have gaps which prevent them reaching their potential.</p>
4	<p>Behaviour for Learning</p> <p>A disproportionate number of disadvantaged learners are represented in our behaviour logs for incidents in class. These incidents not only impact the child themselves but also their peers.</p> <p>The children who make up this group appear to struggle with working memory, making learning more challenging. Often, children within this group have worries outside of school which impact their ability to focus fully on their learning. In addition, some of the children lack the resilience they need when they come up against a challenge, turning to adult support more quickly than others.</p>
5	<p>Access to Extra-Curricular Activities</p> <p>Our disadvantaged learners are under-represented in regular extra-curricular activities. Although they are provided with the same opportunities as their peers to take part in activities during school time, they do not attend after-school activities. This is often down to the cost of such activities, particularly for families with multiple children.</p>

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
Attendance	<p>The attendance of disadvantaged learners, and other groups, reduces over the period of the strategy plan so that both are above 97%.</p> <p>Punctuality of disadvantaged learners, and other groups, reduces over the period of the strategy so that no child is late more than 5% of the time.</p>
Reading across the curriculum	<p>Children across the school read more widely for pleasure and this is evidenced in responses to surveys and through pupil voice discussions around books. Disadvantaged learners in particular are able to talk about a wide range of text types that they enjoy.</p> <p>Children with reading fluency ages lower than their chronological age make rapid progress so that the gap between them and their peers closes. By the end of the strategy the majority of children within each class are reading no more than 6 months behind their chronological age.</p> <p>In the end of Key Stage 2 SATs tests, the proportion of disadvantaged learners achieving age expectations is in line with those who are not disadvantaged (approximately 75%).</p> <p>In the phonics screening, at least 80% of disadvantaged learners and non-disadvantaged learners continue to pass.</p>
Reaching Maths Potential	<p>There is reduced variation between arithmetic and reasoning scores in summative assessments in Year 2 and across Key Stage 2 by the end of the period of the strategy plan. A greater proportion of disadvantaged learners attain greater depth in summative assessments, including at the end of Key Stage 2.</p>
Learning Behaviours (including self-regulation)	<p>Children across the school demonstrate positive attitudes towards learning. Metacognition is discussed in all classes and children are using a 'plan-do-review' approach to becoming more independent in their learning.</p> <p>There are fewer incidents recorded that relate to 'off task' behaviour in class.</p> <p>Improved self-regulation will be seen in improved scores on the QCA assessments which teachers will complete 3 times a year.</p>
Access to extra-curricular activities	<p>All children will engage and have access to curricular and non-curricular activities and trips – both disadvantaged and non-disadvantaged pupils will have the same opportunities.</p> <p>Families will be supported so that their children can access opportunities outside of school as well as in school. We will continue to build relationships across the school community so that children and families do not feel isolated.</p>

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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: £4,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maximising opportunity to learn through explicit teaching of Learning Behaviours</p>	<p>This project will aim to support teachers in ensuring that the maximum amount of time is spent on learning through the effective and efficient use of resources, including additional adult support, to support positive learning behaviours.</p> <p>Great Teaching Toolkit: Evidence Review- Evidence Based Education Educationendowmentfoundation.org.uk/high-quality-teaching</p> <p>Additional evidence from the EEF states: “Behaviour approaches usually have a behavioural outcome as their primary aim: to reduce disruptive behaviour in lessons, for example, or to increase respectful behaviour in the playground. Attainment outcomes may be expected to follow, particularly with approaches that reduce disruption in lessons. Wholeschool approaches can promote inclusion, improve school culture, engender positive role models, and clarify organisational principles, ultimately improving the school for staff as well as pupils; thus a comprehensive behaviour strategy might, in time, expect to see an impact on wide-ranging measures such as pupil and staff attendance and wellbeing”</p> <p>This will be driven by CPD for all staff. This is essential so that teachers and Teaching Assistants are able to use strategies themselves as well as teaching the pupils to use them.</p>	<p>2,3,4</p>
<p>Using Assessment to support planning and delivery of the curriculum.</p>	<p>Through regular diagnostic assessment, for example through hinge questions, quizzing, or topic mind-mapping, teachers will be able to adjust planning to meet the needs of the children within their class more accurately. Diagnostic assessment will inform feedback and support teachers in making appropriate adaptations to schemes of learning to meet the needs of all learners.</p> <p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes”.</p> <p>EEF: Feedback</p> <p>“Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths and weaknesses.”</p> <p>EEF: Diagnostic assessment- Evidence Insights</p>	<p>2,3,4</p>
<p>Refining the curriculum inline with the school’s model of pedagogy.</p>	<p>The school will continue to work on its curriculum offer to ensure that it is equitable and representative of the community so that all members of the school feel a sense of belonging. Teachers and TAs will work together to ensure consistency in the delivery of the curriculum through the school’s model of pedagogy.</p> <p>Evidence from EEF “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.”</p> <p>https://educationendowmentfoundation.org.uk/high-quality-teaching</p> <p>Additional evidence to support this:</p>	<p>2,3,4</p>

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	<p>– “exceptional’ schools placed a great emphasis on building a shared understanding of the school’s model of pedagogy and its underpinning rationale. By ensuring that all development focused on identifying and removing barriers to learning and building a shared model of and language for teaching and learning, the extensive monitoring in ‘exceptional’ schools worked to build coherence for learners and develop a commitment to collective efficacy”.</p> <p>https://www.marymyatt.com/blog/staff-development</p> <p>Where appropriate, teachers and TAs will be supported through published curriculum materials in order to develop subject knowledge and balance teacher workload.</p>	
Technology to support assessment, delivery and planning of learning	<p>The school will invest in sufficient devices per class to ensure reliable access to apps and programmes which will enhance learning. In particular, staff will focus resources which can be used to support accurate assessment of learning in core subjects and to target teach specific skills (such as spelling).</p> <p>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers’ decision-making and reduce workload.</p> <p>Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling”</p> <p>EEF: Using technology to improve learning</p>	2,3,4
Professional Development to support the implementation of evidence based approaches	<p>The school will ensure that all staff, particularly teaching staff, have high quality Continuous Professional Development.</p> <p>Evidence from EEF</p> <p>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>https://educationendowmentfoundation.org.uk/high-quality-teaching</p> <p>Kennet Valley Primary School will ensure that staff development/CPD comes from a variety of sources, such as through the Local Authority and Educational Consultants, and by working with other schools. This plans to allow staff to research aspects of school and the curriculum to ensure that they are improving the lives of all children, particularly those of children who are disadvantaged. This personal research will be carefully planned, allowing staff to develop a strong sense of professional curiosity.</p> <p>https://www.marymyatt.com/blog/careful-curiosity</p> <p>Mary Myatt’s research also highlights the importance of staff having a deep understanding of fewer strategies so that they can support children and help them to make excellent progress in class, irrelevant of their backgrounds.</p> <p>https://www.marymyatt.com/blog/fewer-things-in-greater-depth</p>	2,3,4

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

Budgeted cost: £3,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the effective	This project aims to secure high quality TAs to allow teachers to work with the children who are most in need of high-quality teaching.	2,3,4

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deployment of Teaching Assistants	<p>"The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others."</p> <p>educationendowmentfoundation.org.uk/teaching-assistants</p> <p>Further, evidence of this Educationendowmentfoundation.org.uk/high-quality-teaching Assets.publishing.service.gov.uk/Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	
Small Group Interventions (Keep up sessions for Reading and Maths)	<p>TAs will be trained to deliver specific small group interventions including the Little Wandle Catch Up Programme for Phonics and using the Ready to Progress Materials from the NCETM for Maths.</p> <p>We will focus on fluency in intervention sessions for reading in line with the EEF recommendation:</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text</p> <p>EEF: Improving Literacy in Key Stage 2</p> <p>EEF Recommendations for Maths Interventions include:</p> <p>Selection should be guided by pupil assessment.</p> <p>Interventions should start early, be evidence-based and be carefully planned.</p> <p>Interventions should include explicit and systematic instruction.</p> <p>EEF: Improving mathematics in Key Stages 2 and 3</p> <p>DfE research states:</p> <p>"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments."</p> <p>Further evidence: EEF: Teaching and Learning Toolkit</p>	2,3

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

Budgeted cost: £2,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring and intervention should a pp child's attendance dip below 95% Embedding principles of good practice set out in the DfE's ' Working together to improve school attendance '	<p>This project is to ensure that the attendance of all children is improved and is at as high a level as possible. It is vital that there is a shared understanding of this across all staff and a clear knowledge of how to improve attendance. School leaders will ensure that strategies are developed to help children, and their families, to improve their attendance.</p> <p>Strategies will include breakfast club and after school club fees being funded, so that children can access these, helping with transport, accessing support from EWO and safeguarding services and ESA (Early Support Assessment).</p>	1
Extra-Curricular activities	<p>The school will provide practical support for disadvantaged learners to enable them to participate in extra-curricular activities, including after school clubs. Additionally, the school will reserve a small proportion of the grant to respond quickly to unidentified and unexpected needs of disadvantaged learners.</p> <p>EEF: Teaching and Learning Toolkit</p>	4

Total budgeted cost: £18,045.00

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.

KS2 outcomes in 2022 indicate that 60% of PPG children achieved the expected standard in Reading, 60% in Writing and 60% in maths. Progress scores for Reading were -1.6, Writing 0.8 and Maths -1.6. These results are in line with the cohort as a whole for reading and writing and slightly below in maths.

KS1 outcomes in 2022 show that 100% of PPG children achieved the expected standard in reading and writing with 50% achieving the standard in Maths.

100% of PPG children achieved the phonics standard in Year 1.

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

KS2 outcomes in 2023 indicate that 33.3% of PPG children achieved the expected standard in Reading, 66.7% in Writing and 0% in maths. Progress scores for Reading were -5.63, Writing 0.97 and Maths -1.64. These results follow the trend for the whole cohort data, with the most progress being made in Writing however the cohort as a whole made better progress in Reading and significantly less progress in Maths when compared to the PPG children.

KS1 outcomes in 2023 show that 100% of PPG children achieved the expected standard in reading, writing and maths.

There were no children entitled to the PPG in Year 1.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

KS2 outcomes in 2024 indicate that 50% of PPG children achieved the expected standard in Reading, Writing and Maths.

Children entitled to the PPG in Year 2 met all age related expectations. There were no children entitled to the PPG in Year 1 or EYFS, however implementation of the planned phonics programme meant that 100% of children passed the phonics screening check in Year 1.

Fluency work in maths in EYFS and KS1 has led to greater confidence with number. In KS2, maths outcomes have improved as a result of intensive booster teaching in Terms 4 and 5. The MTC results have not met the outcomes that we hoped for. One reason for this may be the challenges that many of the children in this cohort have with their working memory. A project focused on increasing children's ability to memorise and recall facts may have a better outcome.

Across the school, the children's QCA scores for emotional behaviour improved for those who has taken part in ELSA sessions.

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
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds