

Pupil premium strategy statement – Kewstoke Primary School

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	68
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	03/2025
Date on which it will be reviewed	03/2026
Statement authorised by	Neil Champs
Pupil premium lead	Neil Champs
Governor lead	Leoni-Fay Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16280
Recovery premium funding allocation this academic year	£0
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
Total budget for this academic year <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>	£16280

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 progress for their disadvantaged peers.

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 excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	Access to wider opportunities
2	Gaps in reading writing and maths
3	Attendance gap between disadvantaged and non-disadvantaged pupils
4	Exposure to DV and FSW involvement
5	Social, emotional and mental health

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
To close the gap in achievement across Reading, Writing and Maths for all students at Kewstoke	Achieve at least 90% of pupils in Y1 pass the PSC, and achieve outcomes in-line with, or above, national average by the end of KS2
To ensure all pupils are able to fully participate in trips and workshops (including residential trips) and have equal opportunities throughout their time at Kewstoke.	Improved cultural capital, improved wellbeing and self-esteem. Experiences and workshops are planned across the academic year for all pupils. School offers clubs including before and after school care as well as at lunchtimes; these are available at no cost for pupils in receipt of Pupil Premium Funding and places are reserved for them.
To achieve and sustain consistent engagement by parents of pupil premium students with school.	Consistent and improving parental attendance at parents' evenings, workshops, and school events. Children given further pastoral care to support and raise self-esteem. Staff to continue to build relationships with the family so they feel welcomed, listened to and valued. Referrals to Early Help/ Families Together Hub as appropriate.
Students have positive mental health and recognise where to get help if they need it.	All pupil's emotional needs will be heard through class and school initiatives. Adults are available to support children when needed. Positive relationships between home and school and regular communication available. School has one ELSA trained member of staff, and are looking to train a second staff member.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

	<ul style="list-style-type: none"> the percentage of disadvantaged pupils who are persistently absent being below 15%
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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 £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training in safeguarding and prevent across the board for every member of staff	Detailed programme of CPD for all Teaching staff, focusing on safeguarding procedures and writing of CPOMS reports, which will lead to improved outcomes for pupils with safeguarding concerns.	4
Mental health support within school. School currently has a nurture group, which is to be continued, and another member of staff trained to be an ELSA. SMHL to be offered to a member of staff once joined MAT	<ul style="list-style-type: none"> School operates a waiting list with preferential support offered to disadvantaged students Pre and post counselling surveys undertaken to measure efficacy of provision Mental health concerns are referred swiftly to in house or external providers of support. Referrals have a positive outcome with support given and resilience strategies learned. Stigma around mental health is reduced Pupils are supported in managing their mental health PSHE has lessons in each year group to help students understand and support their own mental health Positive mental health events are supported by the college (Children's Mental Health Week, World Mental Health Day) 	5
Rigorous monitoring and tracking with a focus on PP pupils,	Education Endowment Foundation: <ul style="list-style-type: none"> Small group tuition 1:1 tuition Early Years interventions Reading comprehension strategies 	2

<p>who are not making expected progress (termly). Leading progress meetings with staff to ensure quality first teaching and appropriate interventions/provisions are used to accelerate pupil progress.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of further Nessy subscriptions to support disadvantaged pupils in spelling and phonics</p> <p>Technology easily accessible in each classroom so pupils can login to Nessy whenever required</p>	<p>Program is designed to support children with Dyslexia. Nessy Learning Program is an interactive learning system developed with specialist teachers at the Bristol Dyslexia Centre that teaches and reinforces reading and spelling through animated fun activities.</p> <p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils 1:1 tuition using digital technologies show improved progress</p>	2, 3
<p>Continued subscription to TT Rockstars to continue to</p>	<p>TT Rockstars data – high use from children and motivated to use in class. The challenge and presentation of Rockstars appeals to all children and motivates them to learn their times tables.</p>	2, 3

develop maths skills.		
Numbots	Small group and 1:1 targeted support in Maths. Targeted intervention sessions planned and taught by an experienced member of staff. Individuals will be identified following each assessment cycle.	2, 3
1-1 interventions with students	Small group and 1:1 targeted support in Reading, Writing and Maths Targeted intervention sessions planned and taught by an experienced member of staff. Individuals will be identified following each assessment cycle. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to subsidise breakfast club, uniform and other equipment on a case by case basis as and when required	Families will be able to access breakfast clubs that would otherwise be unable to. Aim to reduce lateness by children wanting to access the club in the mornings. Calmer start to the morning positive impact on behaviour.	1
Comprehensive safeguarding curriculum including regular visits from community police officers and other safeguarding professionals.	The well being of children is integral to their academic achievements.	4
Reduced cost for school trips	Learning is enriched through visits, trips and residential. This has the impact of raising self esteem and building confidence which in turn has	1

	a positive impact on access to the curriculum and attainment.	
Reduced cost for extra curricular activities on a case by case basis as and when needed	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1

Total budgeted cost: £16000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2023-2024 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2023-2024 was below our expectations. Our analysis suggests that the reason for this is primarily the movement of children between schools mid year and attendance although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before. The impact on disadvantaged pupils has been particularly acute.

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