

#### *‘At Kineton Green we create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world.’*

**Kineton Green Pupil Premium Strategy 2022-2023**

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| 1. **Summary Information** | | |
| Total number of pupils | 200 (plus 19 nursery class) | |
| Pupils eligible for Pupil Premium Grant (EYPP) | To be confirmed | |
| Pupils eligible for Pupil Premium Grant (PPG) | Reception class: 4 TBC (14%)  Year 1: 3 out of 28 (11%)  Year 2: 9 out of 30 (30%)  Year 3: 12 out of 29 (41%) | Year 4: 6 out of 30 (20%)  Year 5: 8 out of 30 (27%)  Year 6: 6 out of 30 (20%) |
| Pupils eligible for PPG with Special Educational Needs (SEND) | Key Stage 1 & 2 - 17 | |
| Date this statement was published | October 2022 | |
| Date which this statement will be reviewed | September 2023 | |
| PPG Lead | Mrs J Markham | |
| PPG Governor | Mrs K Kearney | |
| 1. **Funding overview** | | |
| Pupil Premium funding allocated this academic year | PPG £72,135 (estimate) EYPP £1,500 (estimate) LAC £4,500 | |
| Pupil premium funding carried forward from previous year | £0 | |
| **Total funding this academic year** | £73,635 (estimate) plus LAC funding | |
| Plan | | |
| **Key barrier to educational achievement A: Communication and Language (EYFS focus)**  Attainment gaps for pupil premium pupils are under the assessment area of communication and language. Competency in this area feeds into the wider curriculum, in particular reading comprehension and writing which are areas for development.  **Planned expenditure: £2,000 Actual expenditure:** | | |
| **Intent** | **Implementation** | **Impact** |
| The gap in attainment in between pupil premium pupils and their peers in communication and language will begin to close. | Use of EYPP funding to purchase Small world and Role Play resources. This will be used across the Foundation Stage on a rotational basis.  Access: All pupil premium pupils |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |
| **Key barrier to educational achievement B: Writing (EYFS focus)**  Attainment gaps for pupil premium are evident in this area. The ability to construct sentences underpins is a prerequisite to becoming a skilled writer.  **Planned expenditure: £420 Actual expenditure:** | | |
| **Intent** | **Implementation** | **Impact** |
| The gap in attainment in between pupil premium pupils and their peers in writing will begin to close. | Pupil premium lead to purchase and provide training on the use of Colour Semantics.  Colour Semantics to be used as an intervention or during guided sessions or as a whole class teaching sessions across the EYFS. |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |
| **Key barrier to educational achievement C: Progress in English and maths lessons.**  Research demonstrates that the effective deployment of teaching assistants in the classroom leads to accelerated progress for pupils. This is required across all ability groups in order for the gap between pupil premium and their peers to close in all subjects.  **Planned expenditure**: **£52,070** **Actual expenditure:** | | |
| **Intent** | **Implementation** | **Impact** |
| Teaching assistants will be deployed effectively during lessons and progress of pupils will be accelerated as a result of their involvement.  The attainment gap between pupil premium and their peers will close in reading, writing and maths. | All classes to have a teaching assistant in the morning when core subjects are being taught focussing on identified pupil premium pupils.  Training for both teachers and teaching assistants on this area from external providers to develop the effective use of teaching assisstants.  Teachers and teaching assistants will be supported by the PP lead and subject co-ordinators to ensure that pupils make at least expected progress with the expectation a high proportion make better than expected progress. |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |
| **Key barrier to educational achievement D: The percentage of pupil premium pupils who are ‘off track’ to meet their targets.**  Summer 2022 data shows thatfewer pupil premium are ‘off track’ in reading, writing and maths as a result of intervention. Further intervention is required in order for the gap to be closed further.  **Planned expenditure:** **£16,758** **Actual expenditure:** | | |
| **Intent** | **Implementation** | **Impact** |
| The percentage of pupil premium pupils who are ‘off track’ will reduce.The gap between pupil premium and their peers will reduce. | Teaching assistants to be deployed to deliver small group and 1-to-1 intervention. |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |
| Key barrier to educational achievement E: Potential access to extra-curriculum activities (after school clubs and educational visits).Planned expenditure: £1300 Actual expenditure: | | |
| **Intent** | **Implementation** | **Impact** |
| Pupil Premium Pupils will not be charged for one extra-curriculum club run by the school each half term or for access to trips**.** |  |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |
| Key barrier to educational achievement F: Persistent AbsenteeismA disproportionate percentage of pupil premium pupils are persistently absent.Planned expenditure: £1000 Actual expenditure: | | |
| **Intent** | **Implementation** | **Impact** |
| Pupil premium pupils’ attendance will be good. | Attendance panels will be led by the Head Teacher to establish the reason and provide support. This to include the inclusion team in cases where initial support has not had impact. |  |
| **Effectiveness of Strategy** |  | |
| **Lessons Learnt** |  | |