# Pupil Premium - Kinoulton Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 6% (8 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025-28 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | S Paramore |
| Pupil premium lead | S Paramore |
| Governor / Trustee lead | Ella Sanders |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £17,630 |
| 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* | £17,630 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupil Premium money is additional funding allocated to schools to support children vulnerable to underachievement. This includes children entitled to free school meals and those looked after by the local authority. The funding aims to accelerate progress, raise attainment, and mitigate financial inequality in education. Kinoulton Primary School receives a small amount of funding and uses it to ensure high-quality teaching, provide interventions, and support pupil premium children effectively. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | An increasing number of children requiring more specialist/specific intervention, including those who require academic support |
| 2 | Expense of school trips/residential trips and paid-for clubs may limit access for some PP-eligible pupils |
| 3 | Children’s mental wellbeing has declined in recent years – especially since the pandemic |
| 4 | Typically, disadvantaged pupils do not access the wide range of enrichment and beyond-school experiences that non-PP pupils access. |

## 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.

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| Intended outcome | Success criteria |
| Children catch up and keep up with their peers in English | Disadvantaged children achieve at least national in Reading and Writing assessments |
| Children catch up and keep up with their peers in Maths | Disadvantaged children achieve at least national in Maths assessments |
| No children miss out on enrichment opportunities for financial reasons | All children attend visits and clubs and are supported to do so |
| Children’s wellbeing and mental health are prioritised and wellbeing improves | Children requiring emotional support have attended ELSA sessions or have been supported in other appropriate ways |
| Children experience a broad range of enrichment and extra-curricular school events.  | PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *3,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school CPD on episodic teaching | [Mastery learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1 |
| Participation of Teaching and Learning Champions in Trust PDP (Pedagogical Development Programme) and follow up support from Teaching and Learning Lead. | [1. High-quality teaching | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching) | 1 |
| CPD for teachers and TAs on effective teaching and learning | [1. High-quality teaching | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching) | 1 |
| Trust-supported work on effective reading fluency and comprehension sessions | [Reading comprehension strategies | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1 |

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

Budgeted cost: £9,130

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| R,W,M and phonics interventions for targeted children | [Teaching Assistant Interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)[Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1, 3, 4 |
| ELSA sessions provided to those that need them | EEF- improving social and emotional learning in primary schools: [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 3, 4 |
| TT rock stars including club and 1:1 support | [Individualised instruction | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction) | 1, 4 |

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

Budgeted cost: £*5,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Disadvantaged children to be encouraged to attend clubs. 1x PP+ child to attend clubs EVERY day | [An\_Unequal\_Playing\_Field\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf) | 1, 3, 4 |
| ELSA training for additional ELSA. There will now be two ELSAs in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children | EEF- improving social and emotional learning in primary schools: [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 3, 4 |
| Enrichment offered at lunchtime (daily clubs). PP access to clubs paid for with PP | [Extending school time | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) | 2, 3 |

**Total budgeted cost: £***17,630*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Provision included 1:1 or small group work with teaching assistants, ELSA sessions, support from specialists, staff training, subsidised trips, and booster groups. All pupil premium children received support and accessed pre-teaching and targeted intervention sessions.

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| Intended Outcome | Success Criteria |
| PP-eligible pupils make at least expected progress in reading | Expected progress achieved.**100% of children made at least expected progress (8/8)****25% of children made better than expected progress from their starting points.** |
| PP-eligible pupils make at least expected progress in writing | Expected progress achieved.**100% of children made at least expected progress (8/8)** |
| PP-eligible pupils make at least expected progress in maths | Expected progress achieved.**100% of children made at least expected progress (8/8)****50% of children made better than expected progress from their starting points.** |
| Children experience a broad range of enrichment and extra-curricular school events.  | PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity.**All PP children took part in school enrichment activities and attended clubs. All children attended residentials.** |