

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	Little Kingshill Combined School
Number of pupils in school	233
Number of Pupil premium eligible children	13
Proportion (%) of pupil premium eligible pupils	5.7% compared with National average of 24.6% across schools.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Mr S Dodd (Head Teacher)
Pupil premium lead	Mrs Harvey-Mott
Governor lead	Frances Rawle

Funding overview (Academic year Sept 24 – July 2025)

Detail	Amount
Pupil premium funding allocation this academic year	Calculated based on the 2025–26 Pupil Premium rates : 12 Pupil Premium pupils (FSM/Ever6) × £1,515 = £18,180 1 Looked After Child (LAC) × £2,630 = £2,630

	Total funding: £18,180 + £2,630 = £20,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

- At Little Kingshill Combined School we believe all pupils no matter their background should achieve and flourish with their education.
- All pupils deserve the opportunity to experience all aspects of school life.
- Well being of pupils is paramount and the school will support all pupils so that they achieve positive mental and physical health whilst in the school's care.

Challenges

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

Challenge number	Detail of challenge
1	Pupils achievement compared with peers
2	Pupils ability to access activities that enhance their curriculum experience
3	Pupils wellbeing whether that be mental or physical compared with peers is poor
4	Pupils attendance compared with peers

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
All pupils who are eligible for PPG will make progress in line with their peers and achieve expected or above expected progress.	• Pupil progress as identified on GLS Progress Tests and the schools progress tracker system. • The pupil's progress is in line with peers and at an expected or above expected level as demonstrated by government tests and the schools tracking system.
All pupils who are eligible for PPG will have access to any extra curricular activities or activities that require donations in order for their child to attend. This will enhance their learning experience and life enrichment.	• Pupils with PPG are attending all residential and school trips (If a child isn't attending a residential then reasons why have been explored with parents so that financial reason is not a barrier).

	• A greater percentage of pupils in receipt of PPG are attending a wide variety of extra-curricular activities either within the school setting or outside of the school.
All pupils who are eligible for PPG will have good all-round wellbeing (both physical and mental)	• Through a well-being survey (the 3 Houses tool) the pupils can demonstrate they have good mental and physical well-being and highlight any worries or anxieties.
All pupils who are eligible for PPG will have good attendance in line with their peers.	• PPG pupils will have above 95% attendance during the academic year.

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: £ 4,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to National College for teachers to access CPD online throughout the year.	High-quality CPD has a greater effect on pupil attainment than interventions such as performance-related teacher pay or introducing longer school days. A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concludes that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. The research – a meta-analysis of 53 controlled trials of professional development interventions – was commissioned by the Wellcome Trust and also finds that “CPD has similar attainment effects to those generated by large, structural reforms to the school system”. Better availability of high-quality CPD also improves teacher retention, particularly for early-career teachers, and there is evidence that induction training and mentoring programmes are particularly effective for improving retention rates for newer teachers. The research also reports indications that high-quality CPD can lead to increased student self-efficacy and confidence, too. (Chris Parr, 2020, Research reveals CPD’s impact on student outcomes)	1 & 3
Maintain and embed the new synthetic phonics programme within the school and ensure any new staff are trained in the	Phonics gives children the key to unlocking this alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is a cornerstone of the programmes of study for English in the national curriculum. Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP),	1

programme and phonics resources.	including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England. In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups... The impact was ‘significantly greater for at-risk kindergartners and first graders’. The authors concluded that ‘synthetic phonics programs were especially effective for younger, at-risk readers’. The same alphabetic code underlies reading and writing in English regardless of differences between children. In England, the national curriculum requires maintained schools to teach reading using systematic phonics. (the reading framework, Teaching the foundation of literacy, Department for Education, July 2021)	
Ensure sufficient staff are trained in ELSA and nurture to support the well being and mental health needs of all children MH Lead	Resilience is described as the capacity to ‘bounce back’ from adverse experiences, and succeed despite adversity. Adversity can be defined as a lack of positive circumstances or opportunities, partly brought about by physical, mental or social losses or deprivation, or the experience of trauma. Resilience has been defined as the ‘opposite’ of vulnerability Schools have a statutory responsibility to promote the ‘wellbeing’ of students. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on ‘personal capabilities’ emphasises ‘tenacity, self-motivation, problem solving and self-image’; Ofsted has stated that “children’s wellbeing and happiness in school underpin their attainment and achievement”; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. (Public Health England 2014, Building children and young people’s resilience in schools).	3

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

Budgeted cost: £ 11,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific targeted interventions in class based on gap analysis provided by GL Assessment Progress tests/White Rose End of Unit Maths Tests /Benchmarking and any other form of in class assessment.	The use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. (EEF, 2020 The EEF guide to supporting school planning: At tiered approach to 2020-21)	1

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

Budgeted cost: £ 5,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing the cost of school visits/residential trips and after school clubs for those pupils who are entitled to PPG.	The following is taken from an article by Crimson Education explaining the benefits of extracurricular activities for pupils:- The Benefits of Extracurricular Activities 1. Improved Academic Performance Some students worry that participating in extracurriculars may take away too much time from their schoolwork, thus hurting their grades; however, extracurricular activities can actually improve your grades and your outlook on school in general! Participating in activities you are passionate about can increase your brain function, help you concentrate and manage your time better, all of which contribute to higher grades. High endurance sports, for example, will train you to focus and build stamina in the face of intense difficulty. This gives you an advantage when it comes to studying and taking exams. Heaps of studies have been conducted on the relationship between extracurricular activities and academic performance, and they all show that student who participate in them have higher grades, more positive attitudes toward school and higher academic aspirations. That being said, taking on too many activities can detract from your school	2

	work, but don't worry, we'll talk about that later! 2. Explore Interests and Create Broader Perspectives When you participate in multiple different activities, you'll get the opportunity to explore a range of interests and unlock passions you never knew you had! Plus, diversifying your interests subsequently broadens your world view. Think about it this way: if you join a philosophy club you'll begin to look at the world through the eyes of a budding philosopher. You'll begin to question everything and anything you see or hear, which may annoy your friends a bit but will also help you think more critically and not take everything at face value – both valuable skills in today's "fake news" world. 3. Higher Self-esteem The more you achieve success through activities you're passionate about, the more your self-confidence will improve. For example, let's say you're really good at maths and your teacher encourages you to get involved in competitions. You join the school team and start training for the national Maths Olympiad. During the process you realise how fun maths can be and how talented you actually are, which gives your confidence a massive boost. Working hard and mastering new skills in a fun, relaxed – and sometimes competitive – setting allows you to be successful without the pressure of getting a good grade.	
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	Plus, once your confidence improves, you'll be more open to taking risks in all aspects of your life, not just in Maths Olympiads. 4. Social Opportunities Let's be honest, making friends can be hard but one of the easiest ways to make friends is - yep you guessed it -through extracurricular activities! Each extracurricular you engage in provides you with another opportunity to expand your social network, which will also come in handy when you're looking for a job. Hello networking! Plus, if you make friends in your extracurricular activities, you'll be more likely to get more deeply involved. For example, if you make a few friends doing community service at school, you might decide to start a volunteer club together and really make an impact in your community! 5. Productive Breaks How boring would your life be if all you did was go to school, do homework and sleep? Luckily, extracurricular activities give you something fun (and parent approved) to do aside from school. Take the much needed break. You deserve it! 6. Essential life skills On top of all of the benefits of extracurricular activities we already talked about, one of the greatest advantages that extracurricular activities give you is "real world" skills.	
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	These skills include (but are not limited to): • Goal setting • Teamwork • Time management • Prioritisation • Problem solving • Analytical thinking • Leadership • Public speaking	
Monitoring of pupils who are entitled to PPG attendance with interventions put in place if it falls below national standards	School absence occurs when a pupil does not attend school when it would usually be open. In England, the average pupil missed 8.4 of the 195 scheduled days in the 2018/19 academic year. However, this masks wide variation in the number of days missed, with 10.9% of pupils absent for more than 10 days (DfE, 2020). Absences happen for two broad reasons. First, pupils can fail to turn up to school on a day that the school is open. They may be ill, truanting or natural obstacles such as flooding may prevent them from attending. Second, the school may be experiencing an unscheduled closure due to a teaching strike, extreme weather or a disease epidemic (such as COVID-19). Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement: • Each day of individual pupil absence results in around	4

	0.3-0.4% of a standard deviation reduction in achievement. • Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). • Pupils from low-income households see a larger negative effect from each day of absence. (Institute of Education UCL, Research Project, April 2021)	
Access to ELSA/Nurture or a Mental Health support team (Bucks MHST) for a pupil if they need support.	Resilience is described as the capacity to 'bounce back' from adverse experiences and succeed despite adversity. Adversity can be defined as a lack of positive circumstances or opportunities, partly brought about by physical, mental or social losses or deprivation, or the experience of trauma. Resilience has been defined as the 'opposite' of vulnerability Schools have a statutory responsibility to promote the 'wellbeing' of students. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on 'personal capabilities' emphasises 'tenacity, self-motivation, problem solving and self-image'; Ofsted has stated that "children's wellbeing and happiness in school underpin their attainment and achievement"; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. (Public Health England 2014, Building children and young people's resilience in schools).	3

Total budgeted cost: £ 20,810

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 2022 to 2025 academic years.

Academic Progress for 2022/3, 2023/4 and 2024/25 based on Insight Tracker System that the school uses:-

	Below Expected Progress			Expected Progress			Above Expected Progress		
	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
Reading	0%	11%	14%	50%	56%	43%	50%	33%	43%
Writing	0%	0%	0%	88%	56%	52%	13%	44%	43%
Maths	25%	22%	29%	25%	56%	43%	50%	22%	29%

Academic Attainment for 2022/3, 2023/4 and 2024/25 based on Insight Tracker System that the school uses:-

	Working Below Expected Level			Working at Expected Level			Working at Greater Depth		
	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
Reading	44%	33%	36%	44%	56%	45%	11%	11%	18%
Writing	66%	44%	36%	22%	33%	45%	11%	22%	18%
Maths	33%	56%	27%	56%	33%	73%	11%	11%	0%

3 new pupils eligible for PPG were new to English in 2022/2023

Number of pupils who attended clubs and trips paid for by the school through PPG funding in 2022-2025.

	Autumn Term 2022-20 23	2023- 2024	2024- 25	Spring Term 2022-20 23	2023- 2024	2024- 25	Summer Term 2022-20 23	2023- 2024	2024- 25
Clubs	5	7	9	5	6	10	4	6	12
Curriculum enhancement days	5	9	10	2	9	12	4	9	10
Trips/Residentials	3	9	12	4	6	12	6	8	11

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
Purple Mash/Serial Mash	Purple Mash
English and Maths Progress tests	GL assessments
Bug Club and Power Maths	Pearsons

Further information (optional)

As a school we are still allocating laptops that were given by the DfE during Covid 19 lockdowns to disadvantaged pupils when they are required in order to support their home learning.