

# Pupil Premium Strategy Statement – Kington St. Michael C.E. Primary School, 2025 - 2026

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

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	11.81%
Service Premium Eligible Pupils	4.72%
	Combined: 16.53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended, you must still publish an updated statement each academic year</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria O’Brien (Headteacher)
Pupil premium lead	Victoria O’Brien/ Nicola Waylen
Governor / Trustee lead	Andrea Bridle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£36,460

# Part A: Pupil premium strategy plan

## Statement of intent

The key aims of our Pupil Premium Strategy are:

- For all pupils to make the best possible progress and achieve age related expectations or higher in all core subjects
- To close attainment gaps between pupils eligible for Pupil Premium and those not eligible
- To develop the 'whole' child, building emotional resilience and self-esteem, to enable each child to access learning at an appropriate level and to ultimately be happy, confident children with the ability to thrive in the world around them, whatever the circumstances
- To ensure that children from families affected by the cost-of-living crisis continue to progress at or above in their education

At Kington St. Michael CE Primary school, we strive to provide the best standard of education we can for all of our pupils. We want to enable all of our pupils to achieve their full potential. We pride ourselves in giving our pupils the skills, knowledge and building blocks to become confident, happy children, who are positive about themselves and what they are capable of achieving both now and in the future.

We recognise and fully support the Wiltshire Educational Disadvantage Charter, and alongside the Wiltshire Learning Alliance, we recognise that disadvantage is a multifaceted issue that goes beyond labels and simple criteria. We have a shared understanding that children are not at risk of underachievement because of 'Pupil Premium', SEND or any other label given. They are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development.

We provide a stimulating environment, where each child can develop at their own pace and where each child is valued as an individual. Challenges can be shared, successes and endeavours celebrated, enabling each child to reach their full potential and to be the best they can, to be prepared to meet the challenges of the next stage of their education and educational journey. Learning should be fun, exciting and inspiring for all pupils regardless of their individual needs and personal circumstances.

KSM has a caring, nurturing, positive atmosphere where all children can develop self-discipline, resilience, understanding and compassion. All of our staff members are well qualified, experienced, skilled, dedicated, committed and passionate about their role.

At Kington St. Michael CE Primary school, our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and attainment

across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils, to achieve that goal, including those who are greater depth learners.

The interventions and support we have outlined in this statement are intended to support our pupil's needs, regardless of whether they are disadvantaged or not. We believe that early identification of needs and challenges which some of our pupils' experience, and our ability to implement bespoke interventions to meet these needs, is a strength of KSM school. This has a strong impact on our disadvantaged learner's pupil progress, including; attainment, attendance and wellbeing.

High-quality teaching and learning is at the heart of our approach. Research tells us that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit, non-disadvantaged pupils at KSM. Our intention is that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside their disadvantaged peers.

Our approach is adaptive and responsive to individual needs, rooted in robust assessment, regularly assessing impact and adapting our strategy as needed. Our teaching is creative and flexible, meeting all of our pupils' needs, to ensure they receive a high quality education that is accessible to all, enabling all pupils to reach their full potential. The approaches we have adopted complement each other to help our pupils thrive, achieve and excel.

Our assessment cycles support us to identify whole school, class and individual strengths and areas of development. The support offer based on these in-depth assessments is discussed at whole school and Governor meetings and is targeted to the needs of groups and individual pupils. At KSM, we firmly believe that early intervention and early support is a key element in helping our pupils to make good, sustained progress academically, as well as supporting good mental health and wellbeing. Early intervention enables us to identify pupils' needs and to the barriers to their learning so that appropriate intervention can be provided quickly to help each child progress. Early intervention can support important aspects of children's development: physical, cognitive, behavioural, and social and emotional. Short-term improvements in these areas can lead to benefits throughout childhood and later life, including improved physical health, mental health and wellbeing. Early intervention can also help to build a nurturing and supportive environment for the entire family.

At KSM, we offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration such as: football, basketball, multi sports, badminton, art clubs, cooking club, computer club, environment club, wellbeing club, mindfulness club and crochet club. These clubs vary each term, to reflect the different interests of our pupils and allows us to offer different opportunities and experiences for all pupils to try and explore. Activities also focus on developing life skills such as confidence, resilience, and social skills. Disadvantaged pupils are

encouraged and supported to participate, as well as financially supported if required. We also offer subsidised places at The Nest, which is our wrap around care provision for Disadvantages families.

### **Allocation of Additional Funding**

At Kington St. Michael CE Primary School, we refer to the Education Endowment Foundation (EEF) Guide to Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions
- Quality First Teaching (QFT) helps every child
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils
- Focussing on a small number of carefully chosen priorities is effective - less can be more

To ensure our strategies are effective we will:

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

At KSM we focus on:

### **Quality First Teaching**

Ensuring that all of our teachers are effective, highly skilled teachers and that every teacher is supported to keep improving their practice. We believe this is a key ingredient of a successful school. Spending on improving teaching might, but not exclusively, include professional development and training.

### **Targeted Academic Support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not currently making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is another key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and we refer to some of these resources and strategies when planning our support provision.

### **Wider Strategies**

Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. We will adopt wider strategies such as ELSA support, Dove Club (lunchtime calm club), Forest School Nurture Groups and Play Buddies, signposting parents for support and advice. Working with and supporting families where there are attendance issues, and purchasing school uniform, supporting the cost of trips and special events as required. We will also provide additional curriculum resources.

We also offer other specific support including the Winter Coat Scheme, and we have built close working relationships with outside professionals, including Traveller Support, Adoption Support, Virtual Schools, The Behaviour Support Service and Child and Family Support.

We provide funding for resources, such as books, loan of digital devices, support with financing school trips and support with extra-curricular activities, such as participating in sports club and access to music lessons to help tackle these challenges and to ensure all of our children are given equal opportunities to access the best education possible.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b> than their peers. This negatively affects their development as readers and as writers
2	Internal and external (where available) assessments indicate that <b>writing</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This includes spelling, transcription and the application of grammar. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3	Internal and external (where available) assessments indicate that <b>mathematics</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the <b>wellbeing</b> of many of our disadvantaged pupils have been impacted by the cost-of-living crisis to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably anxiety, lack of confidence, difficulties with friendships, difficulties settling back into school routines post lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affected disadvantaged pupils, including their attainment.</p> <p>Teacher concerns for pupils and referrals for support have increased during and after the pandemic. Several pupils at KSM have been identified as requiring additional support with social and emotional needs. Pupils are supported through small social group interventions and ELSA. There is an increase in referrals to external agencies.</p>

5	<p>Our attendance data over the last 5 years indicates that <b>attendance</b> among Disadvantaged pupils has been lower than for non-Disadvantaged pupils. Attendance has been affected by Covid 19, lockdowns and pupil illness.</p> <p>2020 - 2021 Pupil Premium attendance 97.43% Not Pupil Premium attendance 98.17%</p> <p>2021 - 2022 Pupil Premium attendance 94.94% Not Pupil Premium attendance 96.17%</p> <p>2022 - 2023 Pupil Premium attendance 94.58% Not pupil premium attendance 96.27%</p> <p>2023 – 2024 Pupil Premium attendance 94.17% Not pupil premium attendance 96.88%</p> <p>Disadvantaged Learners Overall Absence of 6.6%. This is 2.2% higher than the national non-Disadvantaged cohort at 4.4%. 21.1% of the school's Disadvantaged cohort are persistently absent, 4 pupils out of 19. This is 9.6% higher than the national non-Disadvantaged cohort at 11.5%.</p> <p>2024 – 2025 Pupil Premium attendance 93.05%, with a national attendance rate of 94.08% and Local Authority 95.02% Not pupil premium attendance 96.05%</p> <p>Government expectation for attendance is 96% for all pupils. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.</p>
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## 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
Improved reading attainment among disadvantaged pupils	<p>KS2 reading outcomes in 2026/27 will show that more than 80% of disadvantaged pupils met the expected standard. The gap in attainment between disadvantaged pupils and non-disadvantaged pupils will be reduced.</p> <p>Reading skills, decoding and comprehension skills improve across the school.</p> <p>Pupils make expected or more than expected progress in reading.</p>

<p>Improved writing attainment among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly writing skills among disadvantaged pupils.</p> <p>To increase the number of disadvantaged pupils achieving EXP standard in SPAG by implementing a consistent pedagogical approach from year 1 to year 6.</p> <p>Pupils are able to apply appropriate grammar, spelling and punctuation rules correctly, as stated in Literacy National Curriculum Programmes of Study for each age group.</p> <p>Pupils enjoy writing, shown through pupil voice; pupils demonstrate writing for different genres and the skills involved.</p> <p>Writing is neater and more legible, writing transcription has improved.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths outcomes in 2026/27 will show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Pupils needing additional maths support are quickly identified and high-quality interventions put in place to raise the attainment of lower and middle attainment. Identified gaps are narrowed</p> <p>WR assessments inform teachers understanding of where their pupils are at, next steps, gaps in learning and mathematical understanding. Able mathematicians are challenged to develop in depth mathematical thinking and reasoning and make greater progress.</p>
<p>To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils, leading to better engagement with learning</p>	<p>Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations show a clear increase in wellbeing across the school.</p> <p>A significant increase in participation in enrichment activities, after school clubs, particularly among disadvantaged pupils.</p> <p>A reduction in the number of referrals to the Educational Psychologist and external agencies, such as CAMHs and the Wiltshire</p>

	Wellbeing Team. Pupils' wellbeing and mental health needs can be met through school led support and interventions such as ELSA.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	<p>Sustained high attendance from 2026/2027 demonstrated by:</p> <p>The current Government target is pupils' attendance to be 96% or higher. At KSM, we aim for all pupils to attend 98% with 2% maximum absence rate</p> <p>The overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to the same levels</p>

## 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: £8,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching (QFT)</p> <p>Teachers will: Set high expectations, which inspire, motivate and challenge pupils.</p> <p>Promote good progress and outcomes by pupils. Demonstrate good subject and curriculum knowledge.</p> <p>Plan and teach well-structured lessons.</p>	<p>QFT The effects of high-quality teaching are especially significant for learners from disadvantaged backgrounds, over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best</p>	1, 2, 3

<p>Use adaptive teaching techniques, to respond to the strengths and the needs of all pupils.</p> <p>Make accurate and productive use of assessment.</p> <p>Manage pupil behaviour effectively to ensure a safe learning environment.</p> <p>Fulfil wider professional responsibilities and continually develop, inform, and improve our practice.</p> <p>To lead and participate in training, courses and CPD for all teachers and TAs across all curriculum areas throughout the academic year.</p> <p>Teachers will develop a repertoire of different teaching strategies and techniques that are closely matched to the specified learning objectives and pupils' particular needs.</p> <p>To use Talk4Reading practices and principles to ensure pupils are being exposed to a range of genres applicable to key stage and have regular opportunities for sustained writing.</p> <p>To improve handwriting across the school by embedding Unlocking Letters and</p>	<p>outcomes for all pupils, particularly the most disadvantaged among them. (EEF Support for Schools 2022-2023)</p> <p>Robust data tracking to monitor the impact of targeted interventions and QFT to ensure gap with ARE is closing.</p>	
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<p>Sounds Handwriting scheme.</p> <p>To Introduce Spelling Shed as a consistent and systematic way of teaching spelling to improve whole school SPAG results and in turn improve writing fluency and automaticity.</p>		
<p>To purchase of Intervention Packages, Educational Programmes and Diagnostic Assessments</p>	<p>Purchase of standardised diagnostic assessments, teaching resources, supervision and staff training</p> <ul style="list-style-type: none"> <li>- Number Stacks</li> <li>- Precision Teaching</li> <li>- ELSA</li> <li>- Spelling Shed</li> </ul> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests can show areas of the curriculum, which may need additional focus and Quality First Teaching.</p> <p>Evidence may show where staff training and additional CPD is required.</p> <p>Standardised tests will provide data consistency across the school and nationally. It will benchmark, where KSM is, compared to similar schools.</p>	<p>1, 2, 3</p>
<p>To continue the enhancement of our Mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>1, 2, 3</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access Mobius Maths Hub training in Maths Mastery, the 'Sustaining Phase'.</p> <p>We will release the Maths Subject lead to attend Cluster Maths Group meetings to share and develop good practice, build resources and strategies across school, especially in KS2. This will develop and inform the practice at KSM.</p> <p>Staff to attend 'Transition from Year 5 to Year 7' course. Development of maths into KS3 and sustaining high standards.</p> <p>Purchase necessary resources to deliver the new approaches, including CPD for staff (including Teaching for Number Sense).</p> <p>Staff meetings and training of all staff in mastery approach to ensure consistency across school.</p> <p>Continued assessment by teachers to notice, identify and address gaps in pupils learning. Embed White Rose end of unit and end of term assessments.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 <a href="#">Mathematics guidance: key stages 1 and 2</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>An EEF study found on average, Mathematics Mastery pupils made more progress than non-Mathematics Mastery pupils did. The positive impact was estimated as equivalent to one month's additional progress. Low per-pupil cost, Mathematics Mastery represents a cost-effective programme for schools.</p>	
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<p>Improve the quality of Social and Emotional Learning</p> <p>Whole school use of PSHRSE SCARF (Coram Life) plans and resources.</p> <p>KSM will fund the cost of a part-time ELSA. (Emotional Literacy Support Assistant) and purchase the resources and training required to deliver this approach. Funding for weekly ELSA sessions for pupils as required.</p> <p>KSM will fund the cost of a Forest School Nurture Group, in particular focusing on, training specific children as Forest School Leaders and in turn, raising their self-esteem.</p> <p>Staff meetings, CPD for our TAs and release time to train all staff to implement approach. KSM is signed up to the DFE Education Staff Well-being charter and the Wiltshire Disadvantaged Learners Charter.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p><b>ELSA and Nurture Groups</b></p> <p>EEF indicates the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil wellbeing suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.</p> <p>The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant.</p> <p>ELSA reduces barriers to learning and supports colleagues to support Individual pupils. Pupils less likely to be excluded and make greater progress with their learning.</p> <p>Allows pupils to express emotions, life experiences and pupils are better supported to cope with aspects of their lives that can be a barrier for learning and general welfare.</p> <p>Develops confidence and strategies to use to cope.</p> <p>Develops social skills in and out of</p>	<p>4, 5</p>
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	<p>the classroom and helps pupils deal with mental health, wellbeing, loss and bereavement.</p> <p>Supports pupil mental health and wellbeing. Children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>Pupils feel safe, secure, and ready to learn.</p> <p>Supports good attendance.</p> <p>'Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools' (May 2015) by Jessica Dodds and Rachel Blake. Overall, the results from this report have suggested that the ELSA training is very successful and ELSAs are having a positive impact in schools. <a href="#">Microsoft Word - ELSA report 09.07.15 .docx</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA and teacher led small intervention groups of 3-6 pupils, 3x week</p> <p>Focus on maths, reading, writing and phonics according to pupils' identified need. Working both outside the classroom and</p>	<p>Gaps in pupils' knowledge and skills are specifically targeted through, small group work and 1:1 sessions, to meet individual pupil needs. Gaps in learning can be reduced through precision teaching.</p> <p>Pupils are supported within the classroom, both by TA's (teacher directed) and QFT. <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3

<p>supporting pupils within classroom. TA and qualified teacher led.</p> <p>Additional phonics interventions and daily read for pupils who are in the lowest 20% reading band in each class.</p> <p>Disadvantaged pupils to attend after school Clubs, led by teachers</p>	<p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Additional phonics interventions to promote Early Reading, along with Precision Teaching and a daily read for pupils who are in the lowest 20% reading band in each class.</p> <p>Disadvantaged pupils are invited to attend an after-school Homework Club, led by experienced teachers, who provide bespoke 1:1 QFT, and small group support with homework, pre- learning and revision of specific curriculum concepts.</p> <p>Monitored phonics interventions to fill any gaps in learning. Small group work. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>A daily read on a 1:1 basis and small group reading with the teacher and/or TA is highly effective.</p> <p>Support for pastoral issues such as completing homework and regulating emotions, so that children can learn and there is less disruption on the class.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behavior management with the aim of developing our school ethos and improving behavior across school. (Paul Dix or other Initiative)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behavior interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>4, 5</p>

<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Provide an Emotional Literacy Support Assistant (ELSA) for identified pupils.</p>	<p>ELSA trained by Educational Psychologists to support emotional development of pupils.</p> <p>ELSA support builds a positive relationship with challenging pupils and can help them to think about and reduce these behaviours. Pupils supported to find own solutions.</p> <p>Reduction of referrals to Educational Psychologist and CAMHs for pupils struggling post lockdown with anxiety and separation anxiety.</p> <p>Pupil attendance increases and attainment increases as pupils are able to focus, concentrate, less anxious and better mental health. Pupils are more resilient.</p>	<p>5, 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £36,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Assessments made across the previous Pupil Premium Cycle, suggest that the performance of some Disadvantaged pupils was lower than non-Disadvantaged pupils in aspects of reading, writing and maths. However, all pupils made progress from their starting points.

**Improved Oral Language Skills:** and vocabulary among disadvantaged pupils.

Assessments and observations throughout this year indicate improved oral language among our disadvantaged pupils. Pupils are developing their speaking and listening skills and their acquisition, understanding and use of vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. KSM took part in the Wiltshire Year of Reading, celebrated Book Week, held poetry recitals and encouraged pupils to join the Wiltshire Summer Library Challenge.

There is a big focus on acquisition of vocabulary. Topic vocabulary is displayed around the classrooms and modelled by all staff. Pupils writing demonstrates their acquisition of vocabulary through its use in their independent writing.

KSM will continue to work towards this target over the next academic year.

**Improved Phonics:** amongst disadvantaged pupils.

100% of pupils, achieved the expected standard in the Year 1 Phonic check, in June 2025 (National 80%).

The new SSP Unlocking letters and Sounds has been successfully introduced and embedded. All staff trained to understand and deliver. Phonics interventions targeting specific pupils who were vulnerable to not achieving the expected standard and expected progress in phonics are in place with pupils attending small group and 1:1 support in class. This together with high quality teaching, CPD for staff, daily reads, parent support, and phonic games have all supported this success.

KSM will continue to work on this target over the next academic year to ensure phonic standards remain high and to embed new SSP. We have a whole school training booked on Monday 5<sup>th</sup> January 2026

Improved reading attainment among disadvantaged pupils at the end of KS2.

KSM championed books and reading throughout the year. All classes use the library and the books replenished regularly. Teachers read stories to different classes and promote a love of reading.

#### **GPS**

In 2025, 50.0% of KSM's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, (2 pupils out of 4). This is 23% lower than the national non-Disadvantaged cohort at 73%. KSM's cohort's Grammar, Punctuation and Spelling Expected Standard remained the same as 2024 to 2025.

The percentage of Disadvantaged Learners that achieved GPS in Wiltshire schools (local percentage) 36.5%.

**Improved writing attainment:** among disadvantaged pupils at the end of KS2. Pupils show an enjoyment of writing, shown through pupil voice, their work and independent writing of stories, poems and letters. The percentage of Disadvantaged Learners that achieved the expected level in writing at the end of KS2, is 50%

**Maths Attainment** for disadvantaged pupils at the end of KS2. In 2025, 50.0% of KSM's Disadvantaged cohort achieved the expected standard in Maths, (2 pupils out of 4). One child just missed the expected level by 2 points. This is 27.8% lower than the Local Authority non-Disadvantaged cohort at 77.8%. The disadvantaged cohort's Maths Expected Standard is the same as the previous year.

25% of the school's Disadvantaged cohort achieved the higher score (greater depth) in Maths, 1 pupil out of 4.

Changes in the way we teach maths at KSM include being part of the Number Sense programme and Mobius Maths Hub, providing quality CPD for staff and using the White Rose scheme of work are helping to embed maths principles and raise standards of maths across the school. This is evidenced by the positive maths data across all year groups. Pupil voice shows pupils are enjoying their maths lessons Staff actively encourage pupils to promote a love for maths and to feel more confident and resilient when tackling new maths concepts.

This will continue to be a priority area and KSM will continue to work on this target over the next academic year. Our Maths Lead, Jo Morrish is part of the Chippenham Mathematics Hub and plays an active role in this.

To achieve and sustain improved **Wellbeing** for all pupils in our school, particularly our Disadvantaged pupils.

Information from pupil voice, pupil and parent questionnaires and teacher observations highlighted pupils who needed additional support with wellbeing. Our PSHE Scheme of Work is implemented consistently across the school. KSM has a PSHE Subject Leader and a Mental Health and Wellbeing Subject Leader. Subject leaders attended CPD. The KSM Mental Health and Wellbeing Subject leader attended the Wiltshire Senior Mental Health Lead training.

KSM has provided resources and enrichment activities to support all pupils' wellbeing at KSM, in particular Disadvantaged pupils' wellbeing.

This includes:

- Music tuition for Disadvantaged pupils and access to Rock Steady Band.
- Sports club attendance and securing reduced fees for pupils attending sports club outside school.
- Providing personal hygiene items such as deodorants and clothing.
- Providing school uniform, books and equipment.
- Providing digital devices to support homework.
- Facilitating additional transition visits to secondary school.
- Regular meetings with families to offer support and signpost to other agencies who are better equipped to support families, such as The Rise Trust.
- Providing access to Able, Gifted, Talented and Enrichment Courses at Brae-side Education Centre for identified pupils.

- Support for families with a percentage of costs of school trips, visits and residential trip costs.
- Qualified ELSA in school who works with individuals and small groups of pupils to support their emotional and social needs. Our ELSA also works with families and agencies to ensure pupils can access and receive the best support possible.
- Organising and supporting Alternative Provision for specific disadvantaged pupils e.g. Forest School
- Contributing towards the cost of swimming lessons and providing swimming kit and towels.

This will continue to be a priority area and KSM will continue to work on this target over the next academic year.

All teachers will be trained and deliver **Quality First Teaching (QFT)** lessons. Teachers have attended quality CPD delivered through courses, staff meetings and network briefings. This year, four members of the teaching team are taking part in a year long CPD, focussing on QFT and adaptive teaching.

QFT is a regular agenda item at staff meetings and all staff share ideas, resources and strategies to constantly support and upskill one another.

QFT was a focus by the Local Authority Schools Improvement Advisor and the school was deemed as Secure to Secure Plus. Evidence used: Lesson Drop Ins, pupil voice, teachers planning and pupil book scrutiny.

### **Attendance**

The school's Disadvantaged cohort of 18 enrolments have an Overall Absence of 8.5%. This is 4.3% higher than the national non-Disadvantaged cohort at 4.2%. The school's gap to non-Disadvantaged pupils nationally has increased by 2.1% from +2.2% in 2023/24, to +4.3% in 2024/25.

The school Disadvantaged cohort's Overall Absence has increased by 1.9% from 6.6% in 2023 - 2024, to 8.5% in 2024 - 2025.

The Disadvantaged pupil(s) in our school are in percentile 73 for Overall Absence when compared to other schools.

**Comparison of Absences** – The data has been taken comparatively from the first day of the term until December 2025

	<b>2024 to 2025</b>	<b>2025 to 2026</b>
<b>Overall Attendance</b>	97%	96%
<b>Authorised Absences</b>	2.6%	3.2%
<b>Unauthorised Absences</b>	0.3%	0.7%

- Attendance at KSM is overall positive
- There are fewer Authorised and Unauthorised Absences than this time last year
- Pupils with attendance below 95% are targeted by school and parents contacted to establish reasons for non-attendance and to put a plan into place, to support future attendance

KSM will continue to support pupil attendance and work towards ensuring all KSM pupils attendance meets or exceeds the Government aim of 96% attendance. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, enrichment activities and targeted interventions where required. We are building on that approach with the activities detailed in this plan. ELSA support has been extremely valuable in supporting our most vulnerable pupils. The number of pupils who have received ELSA support has risen to over 15

This will continue to be a priority area and KSM will continue to work on this target over the next academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Maths intervention and booster groups	Number Stacks
Phonics Booster Groups	Unlocking Letters and Sounds, Precision Teaching
Emotional Literacy Support Assistant (ELSA)	ELSA - KSM
Forest School	KSM (Nicola Waylen)

## Service pupil premium funding (optional)

*Budgeted cost: £3060, 6 pupils (4.72%) are in receipt of Service Premium*

How our service pupil premium allocation was spent last academic year
Support for mental health and wellbeing through ELSA sessions (this has been the main focus for Service Children, along with Rock-Steady Music Lessons).
Support for acquisition of phonics through small group support (Precision Teaching).
Support with development of handwriting through additional handwriting lessons in a small group focussing on specific letter formations and joins.
Support with reading through pupils having a daily read and book discussion with teachers and teaching assistants.

## **The impact of that spending on service pupil premium eligible pupils**

Review of school actions and strategies:

- Service pupils made progress in subject areas where additional support had been provided such as in phonics, handwriting and reading
- Teachers observed improvements in wellbeing amongst service children. Service pupils were more settled, better peer relationships and making friendships, growing self-confidence and self-esteem. Parents at KSM Parent Consultations confirmed this.
- Parents confirmed their children were settled, made firm friendships, were happy and enjoyed coming to KSM school

## Further information (optional)

Kington St. Michael C.E. Primary School, is a rural village Church of England school on the outskirts of Chippenham.

Census data identifies that the school is not in an area with high levels of deprivation. 11 pupils (8.66%) are eligible for Free School Meals (December 2025), compared to the National Average of (25% national average in 2024 - 2025), 17% of pupils, qualify for the Pupil Premium Grant (which includes Free School Meals combined with Free School Meals 'Ever 6').

A total of 6 pupils – (4.72%) are from Service families. Our Service pupils are well settled at KSM. Their military serving parents are not currently highly mobile with the result that most Service pupils remain at KSM for the majority of their primary education. The school works hard to create a calm, safe and consistent learning environment where all pupils' achievements are shared and celebrated.

We are extremely effective in supporting families to apply for FSM if we believe they are eligible. The level of free school meals is increasing due to the current financial climate.

We have ensured that our spending supports our pupils' needs. We make sure our approach to high quality teaching is consistent. Time and funding is allocated for continued professional development for teachers and teaching assistants, so all children get quality first teaching. We balance this by using a proportion of our funding to ensure 1:1 and small group work is available for all children who require additional interventions and support.

We aspire to provide our children with the most impactful activities that we can provide e.g., one to one reading, small group tuition and small group interventions to support their learning and narrow the gaps. Some disadvantaged service pupils are academically able and we support their learning by ensuring they are academically challenged and encourage them to attend gifted and talented courses and high-flyer classes such as our after-school Mathematics Club and opportunities at local Secondary Schools.

Our Governors receive reports on the progress of our Disadvantaged Learners across the year, linked to monitoring of the School Development Plan.

The Pupil Premium Governor, Andrea Bridle, is involved in the strategic overview of the strategy, using our data and self-evaluation to hold the school to account and challenge proposals and outcomes.

In planning our pupil premium strategy, we evaluated which strategies and activities had had the greatest impact on pupil's attainment, wellbeing and attendance. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, pupils and teachers in order to identify the challenges faced by our Disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use this guidance through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach. We will continually review and adjust our plan on a regular basis and alongside the Wiltshire Disadvantaged Learner Lead, Kate Wilkins. This is to secure and ensure better outcomes for all of our pupils at KSM.

Updated – December 2025 by VOB and NW, shared with Lead PP Governor, AB