Kingsley Primary School

Pupil Premium Strategy Statement

2026-2027

'One School, One Community-

Together we achieve'

Pupil premium strategy statement

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	378
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/2027
Date this statement was published	April 2026
Date on which it will be reviewed	July 2027
Statement authorised by	A.Darby, Headteacher
Pupil premium lead	C.Allott, Deputy Headteacher
Governor / Trustee lead	J.Vale, Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 322,400
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£ 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*	£322,400

Part A: Pupil premium strategy plan

Statement of intent

Kingsley Primary School is a fully inclusive school. Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As a fully inclusive school, where every child's needs aim to be met, we focus on targeted support based on robust diagnostic assessment of need helping all pupils access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching. Our intended outcomes for non-disadvantaged pupils will be improved alongside progress for disadvantaged pupils.

The individual breakdowns of our cohorts differ each year due to the make-up of our ARP children. Where these children are SEND and disadvantaged, the percentages are skewed. Each year group must be looked at individually with this in mind.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through high quality interventions for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each individual child, based on formal and informal assessments, not assumptions or labels. This will help us to ensure we offer them the relevant skills and experiences they require in preparation for their future. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene when needs are identified
- Adopt a whole school approach in which 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	Many of our disadvantaged pupils enter nursery with underdeveloped oral language skills, fine motor and vocabulary gaps. These are evident from entry into early years and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, data and observations demonstrate that most disadvantaged pupils have greater difficulties with phonics than their peers. This has an impact on their attainment in reading.
3	Narrowing the attainment gap across Reading, writing and maths Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Results are very much cohort dependent linked to the number of disadvantaged pupils who are also SEND.
4	Social, Emotional and Mental Health issues Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations, especially in reading and writing.
5	Curriculum enhancement Many of our children, including disadvantaged children have limited experiences outside of school. We aim to enhance these through subsidised trips and experiences for all pupils. Parents and carers are asked for voluntary contributions but will be included in all trips and experiences.

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
Improve language and communication skills among disadvantaged pupils.	• Assessments and observations indicate improved language and communication skills among disadvantaged pupils. • This is evident alongside other sources of evidence, including engagement in lessons, book scrutiny and ongoing summative and formative assessments.
To improve reading attainment among disadvantaged pupils. This to include focused daily intervention using Little Wandle Letters and Sounds programme.	• More children passing the Phonic Screening Check and to be more in line with National results. • The percentage of out disadvantaged pupils attaining the national expectation in reading.
Close the attainment gap between disadvantaged and non-disadvantaged children in Reading, Writing and Maths.	• A greater percentage of disadvantaged children will achieve in line or better than 'other' children nationally by the end of Year 2 and Year 6. • In all other year groups, a greater percentage of disadvantaged children will be reduced. • The attainment gap across Reading, Writing and Maths combined is narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• All children and their families will feel well supported by school. • All children's needs are met. • Mental Health is a priority in school. Children will be supported to grow their resilience and develop strategies in order to sustain their wellbeing.
To provide a wide range of extra curricular experiences for all children which are subsidised by the school.	• An inclusive approach so no child is left out. • Pupils, including disadvantaged children can experience a wide range of enhanced experiences.

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: £175,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 2
Introduce a DfE validated Systematic Synthetic Phonics programme: Choosing a phonics teaching programme - GOV.UK (www.gov.uk) (Little Wandle) to secure stronger phonics teaching for all pupils. To continue to provide CPD for additional staff to enable additional intervention groups to take place.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Phonics | EEF (educationendowmentfoundation.org.uk)	1, 2
Enhancement of our writing and maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund leadership and teacher release	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 approached: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	3

time to embed key elements of guidance in school and access Maths and writing CPD. Times Table Rockstars	The EEF guidance is based on a range of best available evidence: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. Improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4,5
To provide subsidised trips and experiences for children, including disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. Improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £118,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused activities to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
To provide a high quality homework/ intervention club 3x week which targets	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2

specific pupil premium children across KS2.	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	
To provide high quality small group and 1:1 tuition led by experienced teachers and teaching assistants. Targeted at disadvantaged children, this to include: additional phonic sessions, mentoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £28,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing costs – Pastoral Team	Pastoral Team has proven to be a success in engaging with and supporting children and families.	4, 5
Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence.	4

and Parental engagement. This will involve training and release time for staff to develop and implement parental engagement strategies and improving mental health and wellbeing.		
Whole staff training and CPD on behaviour management and developing a fully inclusive school ethos.	Both targeted interventions and universal approached can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4, 5
Contingency fund for acute issues.	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.	1, 2, 3, 4, 5

Total budgeted cost: £322,411

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 2025/2026 academic year using key stage 2 performance data, phonic screening check results and our own internal assessments.

The attainment gap between our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 in disadvantaged pupils. As stated earlier, the percentages of SEND and disadvantaged children are skewed due to the make-up of our ARP children. Each year group must be looked at individually.

We are continuing to find different areas to focus on post-covid and have identified handwriting, speech, spelling and writing as main areas for development. We will complete research and purchase and whole school schemes which may support these.

We are continuing to fund work for our pastoral team.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

• embedding more effective practice around feedback. EEF evidence Feedback | EEF (educationendowmentfoundation.org.uk) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

• utilising a DfE grant to train a senior mental health lead Senior mental health lead training - GOV.UK (www.gov.uk). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

• offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk) 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 it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.