



Pupil Premium Strategy Statement

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:	169
Proportion (%) of pupil premium eligible pupils:	18.9%
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):	2023-2026
Date this statement was published:	December 2025
Date on which it will be reviewed:	December 2026
Statement authorised by:	Martinet Pretorius
Pupil Premium Lead:	Sam James
Governor / Trustee Lead:	Lucy Warren

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£47,680
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£47,680

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Kingswood Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We intend to utilise pupil premium funding to offer experiences and opportunities which enrich their school experience and grow their cultural capital (commonly defined as the children's access to art, sport, history etc). Academically, we will provide intervention and support to maximise progress and attainment and ensure that results are at least on par with those for non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

1. Ensure disadvantaged pupils are challenged in the work that they're set;
2. act early to intervene at the point need is identified;
3. adopt a whole school approach in which all 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.	PP children are less likely to leave Early Years having met GLD than the rest of the cohort, including low Language and Communication skills on entry to Reception.
2.	Social and Emotional Support – ELSA screening and behaviour data indicates that there is a link between a pupil's social and emotional wellbeing and their behaviour.
3.	Access to resources and opportunities to develop cultural capital and lack of 'wider experiences' of the world and curriculum.
4.	Average attendance of PP children, including persistent absence is not as good as the average attendance of the rest of the cohort.
5.	PP children are less likely to attain EXS or GDS in reading compared to the rest of the cohort.
6.	PP children are less likely to attain EXS or GDS in writing compared to the rest of the cohort.
7.	PP children are less likely to attain EXS or GDS in maths compared to the rest of the cohort.

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
4. An increase in the number of disadvantaged pupils achieving GLD at the end of EYFS.	EYFS outcomes in 2025/26 show that disadvantaged pupils achieve levels of GLD in line with National Average [N/A 2024/25 = 68.3%].
5. Increasing, social, emotional and mental health problems, including parents of disadvantaged children. Pupils have developed strategies for regulating their emotions. Ensuring opportunities for personal development for children with lower incomes.	ELSA screening, at the end of 2025/26, demonstrates that the number of pupils needing support has reduced. This is also reflected in behaviour data. Robust PSHE scheme of work (Jigsaw) in place to develop and address current challenges for children and support their emotional wellbeing. ELSA and Nurture provision that will address mental health, social an emotional challenge.
6. All PP pupils who want to, attend school trips, residentials, clubs and wider opportunities. Money is never a reason for non-attendance.	All PP have opportunities to access a wide range of activities throughout the school including sports and art. Wider curriculum opportunities are available to all disadvantaged children both in and out of school. An exciting and diverse curriculum including class trips, residentials and workshops enable children to experience wider opportunities.
7. To achieve and sustain improved attendance for our disadvantaged pupils.	The overall attendance rate for disadvantaged pupils being greater than national average, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by. To decrease the percentage of disadvantaged pupils who are persistently absent being significantly lower than the previous year.
8. Improved progress and attainment for PP children in reading compared to the rest of the cohort.	End of year standardised assessments will show improvements in attainment for all disadvantaged children. ALL pupils will have made at least expected rates of progress from starting points.
9. Improved progress and attainment for PP children in writing compared to the rest of the cohort.	Writing outcomes across the school, at the end of 2025/26, demonstrate that there is an increase in the number of disadvantaged pupils meeting age-related expectations in writing (in line with national average).

Intended outcome	Success criteria
10. Improved progress and attainment for PP children in maths compared to the rest of the cohort.	End of year standardised assessments will show improvements in attainment for all disadvantaged children. ALL pupils will have made at least expected rates of progress from starting points.

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).

Budget: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Our Pupil Premium strategy is underpinned by Trust-led professional development, reflecting the Education Endowment Foundation's evidence that high-quality teaching is the most important in-school factor in improving outcomes for disadvantaged pupils. Through close work with Trust Leaders, staff receive targeted CPD focused on adaptive teaching, effective checking for understanding and inclusive curriculum design, ensuring barriers to learning are identified early and teaching is responsive to pupils' needs. This CPD strengthens classroom practice and supports disadvantaged pupils to access and succeed within the curriculum. In addition, Trust support enables us to provide high-quality enrichment opportunities, including experiences such as archery and boxing, which enhance cultural capital and broaden pupils' experiences. Together, this approach ensures that improved teaching quality and enriched provision translate into stronger academic outcomes and wider personal development for our disadvantaged pupils.	1, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embedding the systematic phonics programme - Little Wandle Phonics Scheme to support teaching of phonics and reading.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics . Consistent approaches to the delivery and implementation of Little Wandle allow for greater progress according to EEF but also lay the foundation for improved outcomes at KS2 in reading and writing. This is progressing but the programme is still being embedded and introduced to new teachers.	1,6
ECT Development Release time to facilitate Early Career Framework through Xavier with Early Career Teachers.	‘Good teaching’ is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019) https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development .	1,5,6
The Maths Mastery programme is a whole school approach to teaching mathematics.	The impact of mastery learning approaches is an additional five month progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning .	1,7

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

Budgeted cost: £10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF .	1,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
NESSY spelling intervention, Times Table Rock Stars and Numbots	High-quality, structured interventions such as Nessy, Times Table Rock Stars, and NumBots align well with the EEF's guidance that targeted academic support and evidence-based teaching approaches are among the most effective ways to raise outcomes for disadvantaged pupils. Nessy provides systematic, phonics-based instruction shown to improve reading and spelling for struggling learners, including those with SEND, supporting the EEF's emphasis on strong literacy foundations. Times Table Rock Stars and NumBots strengthen core maths fluency through consistent practice and adaptive digital learning, reflecting EEF guidance that structured practice and high-quality teaching in maths significantly benefit socio-economically disadvantaged pupils.	1, 5, 6, 7
Speech and Language Therapy	EEF evidence shows that oral language interventions have a <i>high impact for very low cost</i>, typically leading to around six months of additional progress for pupils, with particularly strong benefits for those from disadvantaged backgrounds. Evidence from large-scale EEF funded evaluations, further shows that targeted speech and language support can accelerate progress significantly, with pupils eligible for free school meals making up to seven months' additional progress in language skills compared to similar peers.	1,5
Targeted interventions through enrichment support as part of curriculum	Specialist coaching focussing on PP boys including activities such as boxing and archery.	

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

Budgeted Cost: £12,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supporting specific children with higher emotional needs.	On average, social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	2
Children are supported financially to access out of hours enrichment activities including sport clubs, art, computing and music lessons. They are offered at a subsidised rate or free of charge to those in receipt of PP. We also offer subsidised trips and residential activities.	The EEF is currently undertaking specific research to evaluate the academic impact of cultural learning strategies. Ofsted have concluded that access to a rich, broad curriculum is a key driver to enhance future life chances.	2, 3

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

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Based on all the information above, the performance of our disadvantaged pupils met expectations.

Outcomes for disadvantaged pupils

Outcome	Success Criteria	Evaluation
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils for phonics by the end of Y1/2.	2023 - At least 67% meet the phonics threshold (3chn) by the end of Y1. 2023 - At least 75% meet the phonics threshold (4chn) by the end of Y2. 2024 – At least 75% meet the phonics threshold (4chn) by the end of Y1. 2025 – Three-year average is above the national percentages (National data - 68% of disadvantaged pupils met the expected standard in the phonics screening).	All 5 disadvantaged children met the phonics threshold by the end of Y1 2023 – 100% 100% disadvantaged children in Year 2 met the threshold. 2024 – 80% of disadvantaged children met the Y1 threshold. 2024 – 100% of disadvantaged children met the Y2 threshold. 2025 - 75% of disadvantaged children met the Y1 threshold. 2025 – 88% of disadvantaged children met the Y2 threshold.
Meeting expected standards at KS2 in RWM	2023 - 100% (2 children) 2024 - 100% (1 children) 2025 - 80% (4/5 children).	2023 - out of 4 children (75%) achieved expected standard in RWM. 2024 - only 1 disadvantaged child and he met in Reading and Writing but not Maths so 0% 2025 – 80% combined.

Outcome	Success Criteria	Evaluation
Attendance of disadvantaged cohort is at least good	96% over a three year period Attendance for 75% of the disadvantaged cohort is at 96%.	2022-2023 - 12 children below. 96% 8 children above 96% 2023-2024 - 8 children below. 96% 19 children above 96%
Children's well-being is supported in school	In school tracking shows impact of nurturing interventions. Staff, parents and children report back positively about well-being.	Appointment of an ELSA has ensured focus support has been given to the correct children. Parents/children report finding this support helpful. School has joined nurturing schools programme, which enhances this further. Nurture club running twice a week.

Externally provided programmes

Programme	Provider
White Rose assessments	White Rose
Nessy	Nessy Learning

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not Applicable
The impact of that spending on service pupil premium eligible pupils
Not Applicable