



Pupil Premium Strategy statement 2025-26

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		Data
Number of pupils in school		72
Proportion (%) of pupil premium eligible pupils		49% (35 children)
Academic year/years that our current pupil premium strategy plan covers		2023-2026
Date this statement was published		October 2025
Date on which it will be reviewed		July 2026
Statement authorised by:		Haidee Norman (Headteacher)
Pupil premium lead		Haidee Norman
Governor lead		Maggie Barwell
Funding Overview		Amount
Pupil premium funding allocation this academic year		£55,255
Pupil premium funding carried forward from previous years		£0
Total budget for this academic year		£55,255

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors of Kinderley Primary School are committed to improving the life chances for all 'socially disadvantaged' pupils through targeted support within a caring and nurturing environment. We aim to develop a love of learning in children and for them to acquire the academic skills necessary to flourish in school, and as adults in the community.

We do this first and foremost through quality first teaching. In addition to this, we employ support staff specifically to support children entitled to the pupil premium. This is responsive to their needs.

We ensure that;

- *Individual pupils are assessed*
- *Gaps in their learning are addressed rapidly through high quality teaching*
- *Expectations for all pupils are high.*

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP and non PP remains an issue, however, intervention from the support staff is helping to mitigate this difference. This is particularly evident in reading. This impacts on attainment particularly for the younger pupils.
2	A small number of parents of disadvantaged pupils are "hard to reach" and their lack of engagement potentially hinders progress and attainment. Some children have experienced childhood trauma which needs acknowledging and supporting.

3	Attendance for some children in receipt of PP showed that some pupils had attendance below 96% and were persistent absentees (below 90%).
4	Around half of the children in receipt of PP have additional needs, either educational, medical needs or wellbeing issues.
5	Our children face difficulties with vocabulary, as they do not always read widely, or have vocabulary supported outside of school. Children eligible for PP have limited out-of-school experiences, which limits their vocabulary acquisition and understanding of the world.
6	As there are few opportunities for highly paid work in the local area, many of the children lack ambition and aspiration in terms of their future employment options and their own potential.

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 children make at least expected progress in reading and writing. Where possible this progress is accelerated.	All PP pupils achieve similar results to their peers in reading and writing, including the more able PP pupils. Pupils are helped to improve their reading skills through teaching assistant support and regular intervention. Analysis of data and monitoring of PP group will show that these pupils are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised.	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve in line with other pupils.

Provide rich curriculum experiences. Ensure that all children are able to participate in events and activities.	Children have opportunities to expand their vocabulary and experiences through a knowledge rich curriculum. Trips and experiences which take place in school, are subsidised as required.
Ensure that all children are able to share their worries/concerns and process past trauma.	Providing access to a play therapist so that all pupils are 'ready to learn'. All staff are training in a therapeutic approach. ELSA support is available.
Increase parental engagement.	Each PP family attends at least one school-based engagement event to support their child in their learning. Attendance at open mornings, fundraising events and parents evening will increase, as evidenced through monitoring numbers over the year. Increase in positive feedback /comments on parental questionnaires.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensure quality first teaching addresses PP pupil's needs through careful differentiation and targeted support within class. Adaptation of CUSP. CPD for teachers with the focus on reading and writing skills to enable high quality teaching for all. Additional cost for staff cover, CPD, visiting other settings, and monitoring activities. On-going training for RWInc and access to the phonics portal for staff and children. Staff are trained to deliver interventions for reading, writing and maths.	https://educationendowmentfoundation.org.uk • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 4 & 5
Ensure PP pupils are highlighted and discussed during pupil progress meetings with clear strategies implemented for their progress	https://educationendowmentfoundation.org.uk • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 4 & 5
Purchase and implement diagnostic assessments with QLA, and structured intervention resources	Identification of individual strengths and weaknesses to ensure additional support is targeted. Identification of gaps in children's learning and the use of planned interventions.	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support small groups of children (1 : 3) to develop specific reading and writing strategies using CUSP reading curriculum and Read Write Inc. Daily interventions.	https://educationendowmentfoundation.org.uk/Phonics EEF • study on one to one tuition (+ 5 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 4 & 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time. Focus on language acquisition in early Years	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 EEF	1 & 5
Raising early achievement in literacy (REAL) aims to improve children's early literacy by teaching parents effective strategies for supporting their children's learning.	REAL: Short-term positive impact on child outcomes from at least one rigorous evaluation according to the Early Intervention Foundation. REAL assumes that children's early literacy skills can be improved through effective parental strategies for supporting children's learning.	1 & 5

	REAL provides parents of pre-school children with strategies, ways of thinking about their roles, and resources to enable them to support their child's development of literacy skills. In the short term, children's literacy skills improve. In the long term, the programme is designed to improve children's literacy achievement in school. https://guidebook.eif.org.uk/programme/raising-early-achievement-in-literacy	
Purchase of standardised diagnostic assessments (PIXL). Use of QLA to plan targeted interventions	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: Education Endowment Foundation EEF	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	https://educationendowmentfoundation.org.uk study of arts participation (+3 months improvement)	4, 5 & 6
Play Therapist to ensure children are ready to learn. Whole staff training in a therapeutic approach. Provision of ELSA trained PP Champion to support nurture for vulnerable children.	https://educationendowmentfoundation.org.uk Education Endowment Foundation EEF	3 & 4

Improve the quality of social and emotional learning through a relevant PSHE curriculum. Cover staff to ensure ELSA time is protected.		
Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK. This will involve training and release time for key staff to develop and implement new procedures, attendance officer and champion working together.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 & 3
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as, lap pads, tunnels, weighted equipment and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3 & 4

Total budgeted cost: £55,255

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 2024 to 2025 academic year.

Our internal assessments during the academic year suggest that performance of disadvantaged pupils continues to be lower than non-disadvantaged pupils in key areas of the curriculum, especially writing. We have not met the outcomes we aimed to achieve. Going forward we will continue to support our teachers in prioritising pupil premium children and filling learning gaps. Most notable are gaps in punctuation, spelling and handwriting.

The continued use of CUSP has improved the retention of knowledge and skills, and children are able to make connections across subjects. We hope to see a positive impact on writing across the school.

We keep pupil wellbeing and mental health at the forefront of what we do. We have a mental health first aider and an ELSA practitioner. We make good use of our outdoor areas and facilities.

We have had some individual successes in increasing attendance for some PP pupils, but this is still an area for improvement.

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
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Read Write Inc & Fresh Start	Ruth Miskin Literacy
CUSP curriculum	Unity Schools Partnership
Winning at Writing	HFL Education
Standardised diagnostic assessment	PIXL
ELSA	Local Authority
White Rose	White Rose
Times tables Rockstars	TT Rockstars
Sumdog (maths)	Sumdog