

## 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

<b>School Name</b>	Kislingbury CE Primary School
<b>Number of Pupils in School</b>	110
<b>Proportion (%) of Pupil Premium Eligible Pupils</b>	14%
<b>Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers</b>	2024/2025 to 2026/2027 Y2 of the plan (2025-2026)
<b>Date this Statement was Published</b>	December 2025
<b>Date on Which it will be Reviewed</b>	Review 1: December 2025 Review 2: March 2026 Review 3: July 2026
<b>Statement Authorised By</b>	Trust AIO
<b>Pupil Premium Lead</b>	Sophie Wells
<b>Trustee Lead</b>	Chair of Trustees

### Funding Overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£ 20,841
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	£ 20,841

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

We are committed to improving the achievement of disadvantaged pupils, which is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, emotionally or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three-tiered approach has quality first teaching, at a high standard, at the core of our pupil premium strategy, proven to have the greatest impact on closing the disadvantage gap. This will then, at the same time, benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed thus enabling our disadvantaged pupils to achieve their full potential.

All colleagues take responsibility for the whole school approach for disadvantaged pupils' outcomes and raise expectations for all, regardless of background.

### Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension and fluency in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-	1, 2



Improved maths attainment for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
Improve scores over the academic year for maths facts, times tables/number bonds and arithmetic.	5	All disadvantaged pupils will make good or better progress from their baseline assessments for maths facts, times tables/number bonds and arithmetic knowledge data at a rate in line or greater than their peers.
Improved wellbeing for all pupils, including those who are disadvantaged	6, 8	All pupils will have good levels of well-being due to personnel and systems being in place to support pupils. Pupil and parent voice will demonstrate that support is effective. Pupils have good attendance, achieve well and take part in enrichment activities.
To achieve and sustain improved attendance and engagement in activities that provide social and cultural capital opportunities for disadvantaged pupils. .	6, 7, 8	Sustained engagement in music, sporting activities and attendance on school trips and residential visits.
To track, monitor and support improved attendance for identified disadvantaged children.	8	The number of disadvantaged pupils who are persistently absent be maintained at lower than national average which is close to their peers. Support is in place through the FSW for those who are identified 'at risk'. Attendance for previously identified persistent absent pupils shows an improvement year on year.

## Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,133

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Purchase of standardised diagnostic assessments – PUMA, PIRA and GAPS.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment   EEF</p>	1, 2, 3

<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action in all subjects.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• access a QFT and Learning coach to work alongside teachers and TAs</li> <li>• maintain a strong focus on QFT in our internal CPD programme with use of a systematic and effective coaching programme</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>1, 2, 3, 4, 5</p>
<p>Consistent implementation of a <u>DfE validated Systemic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access training by Little Wandle.</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> <li>• Purchase further resources to deliver the scheme</li> </ul>	<p>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:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1, 2</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving alongside implementation of maths facts, times tables/number bond knowledge and arithmetic factual knowledge.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• maximise support from the Trusts' Maths consultant including purchasing recommended trust wide maths resources consistent within the trust</li> <li>• coach staff in delivering high quality maths lessons alongside our QFT approach</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>5</p>

<ul style="list-style-type: none"> <li>• provide online tools for all children to access to embed number fact knowledge</li> <li>• implement low stake quizzing in maths to assess knowledge and quickly address misconceptions and gaps in knowledge</li> </ul>		
--	--	--

## Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,150

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: <u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support. This is to include tracking reading fluency and accuracy at assessment points and addressing gaps in learning.	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: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	2, 3, 4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	5
Provide curriculum books for children to use, linked to termly planning and interests.	The average impact of the Parental engagement approaches is about an additional four months' progress over the	4, 7

	course of a year. There are also higher impacts for pupils with low prior attainment. (EEF)	
--	---	--

### Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,558

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Providing funding for pupils to attend activities and visits that they may not otherwise be able to attend, including:</p> <ul style="list-style-type: none"> <li>• extra curricular sports clubs</li> <li>• peripatetic music lessons</li> <li>• off site visits and residential visits</li> <li>• access to free breakfast and after school clubs</li> </ul>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. (EEF)</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF)</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF)</p>	7
<p>Provide mental health and wellbeing coach for disadvantaged pupils</p>	<p>Sir Kevan Collins, EEF chief executive, comments:</p> <p>Any primary school teacher will tell you that, alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children's emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.</p>	6

Continue to employ a family support worker to manage school attendance and support disadvantaged families.	The EEF research March 2022 states that effective relationships and communication can improve school attendance.	6, 8
Provide school uniform for disadvantaged pupils where parents request a school uniform voucher.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EEF)	7

**Total budgeted cost: £20,841**

## 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 2024/25 showed that the performance of disadvantaged pupils in comparison with their peers has continued to strengthen overall but this is not yet consistent across all three areas of the core curriculum. Therefore, the outcomes we aim to achieve by the end of this plan are not yet fully realised. The gap between disadvantaged and their peers has closed marginally however tighter monitoring is in place to ensure that the gap continues to further narrow by the end of this plan.

Assessments show that the progress of disadvantaged children was good or better than their starting points. This demonstrates that the outcomes we aimed to achieve in our previous strategy by the end of 2025 were completed and although not fully realised, they had a broadly positive impact on the progress for the vast majority of disadvantaged pupils.

QFT for all pupils was at least good in 2024/2025 which enabled learners to make progress from their starting points as seen in school internal data tracking systems. Staff access high quality QFT training alongside 1:1 coaching and peer development opportunities.

In mathematics, the attainment gap for disadvantaged pupils remains wider than reading and writing. Monitoring shows that some disadvantaged children did not gain key formative skills in maths during the pandemic. As a result, some of these pupils have not achieved fluency in arithmetic and have struggled to secure key concepts that were missed when first taught. Our monitoring shows us the coaching model that was enabled

by the PP grant (Tier 1, 24/25) has significantly improved the teaching of maths and support given by teaching assistants in class but the full impact of the outcomes has not been seen.

While the gap between disadvantaged and their peers in reading and writing across the school is not as wide, our analysis shows that a programme of coaching and training provided by the trust, and enabled by the PP grant, in English, is having a positive outcome on QFT and progress and outcomes of disadvantaged pupils. This needs to be maintained to ensure these improved outcomes are sustained overtime.

Monitoring shows that early key concepts are secure in EYFS and KS1 with 93% of pupils passing the phonics screen in 2025, which is above the national average. These outcomes need to be maintained beyond year 2 so that the gap in outcomes reduces in reading and writing for disadvantaged in comparison to their peers.

The majority of disadvantaged pupils accessed a range of extra-curricular opportunities including sports clubs, residential visits, music lessons and breakfast club. These were important to develop skills for this group of children to ensure they have access similar to opportunities to non-disadvantaged children. Children were able to take part in competitive sports using the skills they had access to as part of this extra provision. More detailed monitoring is in place this academic year to track which opportunities are being accessed in comparison to their peers.

In the academic year 2024/2025, attendance and persistent absence was tightly monitored by the family support worker for disadvantaged pupils and figures show that attendance was much better than national expectations. Persistent absence for disadvantaged continues to be much lower than national average. This is a three year trend with the aim for the gap to continue to narrow by continuing to tightly monitor attendance.

The impact of pastoral support has continued to be significant, particularly supporting the SEMH needs of disadvantaged pupils. The provision of a mental health practitioner through PP grant (Tier 3 – 2024/2025) has ensured that children have a safe space to share concerns, as well as their families, and has enabled them to develop strategies to support emotional regulation which they are able to use to support them to access the curriculum in class.

## 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
RM assessment	RM/Hodder

Little Wandle Phonics Programme	Little Wandle
Whiterose Maths	Whiterose Maths