

# 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	210
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Janey Denton
Pupil premium lead	Fiona Armstrong
Governor / Trustee lead	Sabrina Reilly

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,200

# Pupil Premium Strategy Statement

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## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Kingfisher Primary School is a 1-form entry primary school that serve a community with a higher than average proportion of disadvantaged pupils. The school has strong values and a committed and dedicated staff team. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners, knowing each child as an individual and tailoring the support to precisely meet their needs. Raising the attainment of disadvantaged pupils and closing the gap with their peers remains a key priority.

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, we are dedicated to closing the attainment gap and raising proportions of greater depth for these identified pupils. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives for our disadvantaged pupils are:

- To significantly reduce the attainment gap between disadvantaged and non-disadvantaged pupils across all subject areas through our exceptional provision
- To work in partnership with our families, providing support where it is needed so that the academic, social and emotional needs of all our pupils are met with equity
- To secure the delivery of an exceptional curriculum through expert teaching that is characterised by great subject knowledge, purposeful feedback and accurate assessment

We aim to do this by:

- Securing high quality teaching and learning in all curriculum areas that will meet the needs of all pupils
- Driving an assessment and analysis approach that is robust, ensuring accuracy and championing our culture of 100% achievement for all
- Delivering a meticulously planned and evaluated curriculum with experiences and opportunities designed to develop skills of creativity, innovation and independence
- Communicating carefully with families so they have the tools and where necessary the resources to support their children to learn successfully at school
- Providing targeted support to families who need it through tea and toast sessions, coffee mornings, drop ins and workshops
- Offering a broad and wide reaching extra-curricular provision that includes clubs, trips and visitors that widen horizons and enhance cultural capital

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## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.2% and 2.9% lower than non-disadvantaged pupils.</p> <p>8.4%-14% of disadvantaged pupils have been “persistently absent” (below 90%) compared to 3.9%-12.8% of their peers in the last 3 years. It is clear that their absenteeism negatively impacts pupils’ progress and achievement, especially the disadvantaged children.</p>
2	<p>Assessments, observations, and discussions with pupils entering the school indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Speech, Language and Communication development is significantly behind that of non-disadvantaged pupils.</p> <p>On entry to Reception classes in the last 3 years, between 25% - 50% of our disadvantaged pupils arrive below age-related expectations compared to 42% - 51% of other pupils.</p>
3	<p>The life experiences of many of our disadvantaged pupils are not as varied, diverse or rich as those of our non-disadvantaged pupils, widening the attainment gap across the curriculum. Disadvantaged pupils typically have limited out of school enriching experiences of visiting places of interest, in order to stimulate discussion and imagination which impacts their vocabulary development.</p>
4	<p>Our disadvantaged pupil’s well-being and educational needs are not always met effectively at home, and this, coupled with low aspirations and a lack of expectation can impact on our disadvantaged pupil’s attainment. Parents of disadvantaged pupils can be harder to reach and reluctant to engage. Referrals for support remain high in school and to external agencies.</p> <p>43% of disadvantaged pupils currently require additional support with social and emotional needs who are receiving small group interventions, ELSA support and external professional agency involvement.</p> <p>Additional pupils receive general pastoral support.</p>
5	<p>Our disadvantaged pupils tend to enter school with attainment that is significantly behind that of their non-disadvantaged peers. Lower outcomes in reading and writing for disadvantaged children as a result of a lack of exposure at home to high quality reading provision. Disadvantaged pupils do not typically read as widely as pupils from non-disadvantaged backgrounds. This gap narrows over time but remains significant at the end of KS2.</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly at Greater Depth.</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
1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul> Attendance of disadvantaged children across the school is better than the national average for disadvantaged children.
2) Improved oral language skills and vocabulary among disadvantaged pupils, particularly in EYFS. Children are well prepared for transition to year 1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children are well prepared for the next stage of their education.
3) Raise the attainment of disadvantaged pupils across the wider curriculum.	Disadvantaged children access a broad and diverse curriculum which is tailored to meet the needs of the individuals and to widen the horizons and cultural capital of our pupils. Clubs and enrichment activities are tailored to the needs of the community, leading to an increased and sustained increase in participation.
4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so the barriers to learning are reduced.	Sustained high levels of wellbeing by 2026/27 are demonstrated by qualitative data from pupil voice, parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils with educational activities impacting positively on children's self-esteem and achievement.
5) Raise attainment for disadvantaged pupils in Reading and Writing and the	Disadvantaged children develop a love of reading through accessing a wide range of

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<p>development of oracy skills with improved reading attainment among disadvantaged pupils.</p>	<p>texts. Phonics achievement of pupil's eligible for pupil premium is in line with non-pupil premium children.          KS2 expected reading outcomes in 2026/27 show that the gap between disadvantaged pupils and non-disadvantaged pupils has continued to narrow and remains lower than the National gap.          KS2 maths exceeding outcomes in 2026/27 demonstrate an upward trajectory of pupils attaining the higher standard in maths.</p>
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### 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.

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

*Budgeted cost: £72,289.67*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional intervention groups</p>	<p>Improved outcomes from smaller teaching groups with qualified teachers.</p> <p>Tracking data and previous external validated data.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Accelerated Reader and VIPERS</p>	<p>Children are engaged with reading a wide variety of texts, developing their understanding and comprehension skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 3, 4, 5</p>
<p>RWI phonics provision – resources and training to secure strong phonics acquisition for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>All children accessing high quality phonics programme to pass the PSC. Additional provision ensures all gaps are closed and children can blend and decode words.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2, 3, 4, 5</p>

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Specific SEND resources and equipment to support all vulnerable groups.	Resources support children to access learning through removing identified barriers.  Pupil engagement increases through being able to engage in all learning activities in line with need.	1, 2, 3, 4, 5
Bespoke CPD for staff e.g. <ul style="list-style-type: none"> <li>• Cued Articulation</li> <li>• Read Write Inc</li> <li>• Trauma Informed Practice</li> <li>• Colourful Semantics</li> <li>• EYFS</li> <li>• Early Talk boost training</li> <li>• Training on Development Language disorder</li> <li>• Adaptive teaching</li> <li>• Kingfisher's pedagogical approach</li> </ul>	All staff deliver high quality phonics. Improved phonics outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Staff are confident at developing challenge and children learn to develop self-awareness skills and become independent learners.  Quality First teaching <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a>	1, 2, 3, 4, 5
Online subscriptions <ul style="list-style-type: none"> <li>• Ruth Miskin School Portal</li> <li>• Times Table Rockstars</li> <li>• Whiterose Maths</li> <li>• Third Space maths</li> <li>• Kapow</li> <li>• Accelerated Reader</li> <li>• MyOn</li> </ul>	Children engage enthusiastically with online media which consolidates their learning leading to improved behaviour for learning and outcomes.	1, 2, 3, 4, 5

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

*Budgeted cost: £37,668.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition for pupils in need of additional support, particularly in phonics and reading, delivered in addition to, and linked with, normal lessons.  Interventions delivered by trained TAs <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Precision Teach</li> </ul>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>  Progress evident through the tracking of children's individual targets and the	1, 2, 3, 4, 5

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<ul style="list-style-type: none"> <li>1:1 and group speech support</li> <li>- 1:1 Fast Track tutoring (RWI)</li> </ul>	<p>impact reflected in class with their learning and social and emotional development.</p> <p>Precision teach programme supports children with specific learning difficulties to improve basic skills in reading leading to improved outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
Speech and Language Therapist	Oral communication barriers are identified and recommendations and strategies support teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improves.	2, 3, 5
Purchase of provision Mapping Tool – Edukey.	Overview of targeted interventions for every child reviewed 6 weekly and amended swiftly for maximum impact and improved outcomes.	3, 5

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

*Budgeted cost: £29,959.52*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and ELSA provision and whole school Trauma Informed Practice	<p>Boxall profile identification of pupils SEMH needs, to target intervention and provision.</p> <p><a href="https://www.boxallprofile.org/about/why-boxall-profile/">https://www.boxallprofile.org/about/why-boxall-profile/</a></p> <p>Improved socialisation and communication skills. Identified children and families receive specialist targeted activities and support.</p> <p>Pupil's emotional well-being is addressed. Children feel safe and supported enabling them to thrive in their learning.</p> <p><a href="https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach">https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach</a></p>	1, 4

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<p>Extra-Curricular experiences</p> <ul style="list-style-type: none"> <li>• Enrichments</li> <li>• Trips</li> <li>• External visitors</li> <li>• Music / Drama projects</li> </ul>	<p>All children are able to thrive from exciting, enriching activities within a broad, balanced curriculum.</p> <p>Children feel valued and part of the community. Children are excited to learn.</p>	<p>3, 4</p>
<p>Griffin Trust Wide Horizons Agenda</p>	<p>All children experience activities and events they wouldn't normally be able to access. Children demonstrate greater confidence and resilience.</p>	<p>1, 3, 4, 5</p>
<p>Monitor Attendance closely and build meaningful parental Partnerships, embedding principles of good practice set out in the DfE's guidance on <u><a href="#">working together to improve school attendance</a></u>.</p> <p>Whole school training to support EBSA</p>	<p>All children need to attend school to access a full curriculum and fulfil their potential. Increased attendance, outcomes and progress.</p> <p>Children who attend daily develop a sense of community and positive social experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1</p>
<p>Breakfast Club provision</p>	<p>Meeting basic needs enables pupils to access the curriculum and focus on their learning. Children's social and emotional needs are met. Improved attendance and outcomes.</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £139,917.19

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## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for Disadvantaged Pupils 2024-25

The strategic use of Pupil Premium funding is a priority for Kingfisher Primary School, guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement. The use of the funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from provision that prepares them for the next stage of their education and beyond.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Kingfisher as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working tirelessly to offer the very best educational opportunities to every child.

### Outcome 1 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- For 2024/25 attendance has increased for all of our pupils and is above national at 95.1% and demonstrates a significant improvement from academic year 2023/24 which was 93.84%.
- Attendance is also strong for our identified groups:

Attendance 2024/25:

	Kingfisher	National
All	95.1%	94.8%
Male	95.4%	93.2%
Female	94.8%	93.1%
PP	94.2%	89.4%
Non-PP	95.7%	94.6%
EAL	94.7%	
SEND	94.2%	89.4%

Persistent Absence 2024-25:

National Persistent Absence: 13.4%

	Kingfisher
All	10.1%
Male	7.8%
Female	11.8%
PP	12.4%
NPP	8.3%
EAL	13.5%
SEND	18.2%

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**Outcome 2 - Improved oral language skills and vocabulary among disadvantaged pupils, particularly in EYFS. Children are well prepared for transition to year 1.**

Our disadvantaged pupils typically enter school with attainment that is significantly behind that of their non-disadvantaged peers. The challenges of the lockdown during the COVID pandemic have widened this gap.

- As a result of early identification, needs and gaps of disadvantaged children are addressed through bespoke interventions and targeted support.
- At the end of reception 2024/25, 70% of our children achieved a GLD in line with the national figure of 68%
- Our transition plan into Year 1 ensures that children's early years needs are being met whilst they also begin learning within the KS1 curriculum.
- The progress of our pupil premium children through EYFS is accelerated in all areas.

**Outcome 3 - Raise the attainment of disadvantaged pupils across the wider curriculum.**

- The attainment of disadvantaged children in wider curriculum subjects in all year groups is strong with 86% being assessed as achieving Age Related Expectations at the end of the school year.

**Outcome 4 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so the barriers to learning are reduced.**

- 100% of pupils experienced our trip and educational experience offer during the academic year 2024/25 to support their learning and bring learning to life.
- Targeted support including our ELSA interventions for our most vulnerable pupils has secured their ability to access whole class teaching with a strong success rate.
- Our Griffin annual festivals have included all children with a focus on inclusion of our most vulnerable.
- Whole school attendance at Kingfisher demonstrates year on year improvement.
- Children want to come to school and as a result of our bespoke support and high expectations our disadvantaged pupils' attendance in 2024/25 was 94.2% and in line with national.

**Outcome 5 - Raise attainment for disadvantaged pupils in reading, writing and maths and the development of oracy skills with improved reading attainment among disadvantaged pupils.**

- 100% of disadvantaged children achieved the expected score and passed the Phonic Screening Check in July 2025.
- Since KS2 national tests resumed in May 2022, outcomes for our disadvantaged children have been strong, with proportions of disadvantaged children achieving age related expectations in reading, writing and maths combined above national figures.
- In 2024/25 KS2 national assessment, 74% of disadvantaged pupils achieved the expected standard in reading with 37% exceeding the expected standard. 63% of pupils achieved the expected standard in writing with 16% exceeding the expected standard. 83% of pupils achieved the expected standard in maths with 24% exceeding the expected standard.
- Disadvantaged children who are also SEND achieve well and make accelerated progress through the school.

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- Whole school gaps are narrowing for PP (non SEND) and non PP (non SEND) at age related expectations or above

	Kingfisher	Local Authority (non-dis. pupils)	England (non- dis. pupils)
Pupil Premium	19	2539	444604
Percentage of pupils meeting the expected standard in reading, writing and maths.	63%	68%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths.	16%	8%	11%
Average score in reading	106	106	107
Average score in maths	103	105	106

### Externally Provided Programmes

Programme	Provider
Times Table Rock Stars	Maths Circle
Read Write Inc	Ruth Miskin
Ruth Miskin School Portal	Ruth Miskin
Edukey	TES
Target Tracker	Juniper Education
Whiterose Maths	White Rose
Boxall Profile	Nurture UK
Accelerated Reader and MyOn	Renaissance
Speech and Language	Elm Speech and Language