

Pupil premium strategy statement – Kingsbury Primary school

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	204
Proportion (%) of pupil premium eligible pupils	23%(47 pupils)
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)	Autumn 24-27
Date this statement was published	Dec 25
Date on which it will be reviewed	Sept 27
Statement authorised by	K Hanson
Pupil premium lead	K Hanson
Governor / Trustee lead	L Greatorex

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,420.00
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>	£87,420.00

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils

- Rapidly reduce the attainment gap in reading, writing and mathematics so that disadvantaged pupils at KPS achieve age-related expectations (ARE) in KS1 and KS2 in line with (or narrowing to within national averages of) their peers, except where cognition-level SEND means individual progress measures are more appropriate.
- Ensure disadvantaged pupils with SEND make strong progress from their starting points through high-quality inclusive teaching and timely, targeted interventions.
- Raise attendance and reduce persistent absence for disadvantaged pupils so they access the full curriculum and enrichment on a consistent basis.
- Develop self-regulation, metacognitive skills and emotional resilience so disadvantaged pupils can learn independently, manage behaviour, and sustain progress.
- Increase cultural capital, aspiration and parental engagement so pupils' home contexts actively support school learning.

How this strategy works towards those objectives

- We follow the DfE / EEF “Menu of Approaches” three-tier model (High-quality teaching; Targeted academic support; Wider strategies) and allocate actions and resource to each tier so work is coherent, sequenced and monitored. The school will prioritise quality-first teaching underpinned by structured CPD (including Maths Mastery, Oracy and Metacognition), then layer evidence-based small-group/one-to-one tuition and SEND-appropriate interventions, and remove wider barriers (attendance, SEMH, enrichment and parental engagement). Each activity will have explicit success criteria, measurable milestones and termly evaluation.
- Implementation will be led by SLT with named leads (SENDCo, PP lead, Attendance lead).

Key principles of the strategy

- Evidence-led choices: interventions and approaches are chosen and implemented in line with high-quality evidence (primarily EEF guidance and DfE Menu of Approaches).
- Start with teaching: improve and adapt whole-class teaching first, to benefit all disadvantaged pupils and reduce reliance on withdrawal models.
- Diagnostic targeting: use assessment to identify gaps, match interventions to need, monitor fidelity and measure impact.
- Inclusion-first: ensure pupils with SEND who are also disadvantaged receive adapted Wave 1 teaching plus appropriately targeted Wave 2/3 support.

- Family partnership and contextual sensitivity: work closely with families (non-judgmental, supportive communications) to address attendance and engagement barriers.
- Sustainable staffing and capacity building: train and coach staff so approaches are sustainable and become whole-school practice.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils at KPS are less likely to reach ARE in Reading, Writing and Maths across KS1 and KS2 (gap evident in the school IDSR / recent outcomes).
2	A higher proportion of disadvantaged pupils are also on the SEND register, creating a double disadvantage and requiring specialist, targeted approaches.
3	Disadvantaged pupils show lower attendance and higher persistent absence than non-disadvantaged peers, reducing access to learning time.
4	Some cohorts contain a disproportionately high number of disadvantaged pupils, making cohort-level gaps harder to close and requiring flexible, cohort-sensitive deployment of support.
5	Many disadvantaged pupils have difficulties with self-regulation (emotional and behavioural regulation) which limits progress in class and access to learning at unstructured times.

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. Raise attainment in Reading, Writing and Maths for disadvantaged pupils	By the end of the three-year strategy: at least 65–70% of disadvantaged pupils reach ARE in R/W/M (with annual milestones). Termly assessment and end-of-year tests show sustained accelerated progress (progress measures in line with peers). Classroom work and teacher assessment indicate

	shrinking misconceptions. All interventions record individual impact evidence. (Assessment linked to diagnostic checks and termly progress reviews.) [Addresses Challenge 1, 4]
2. Improve outcomes for disadvantaged pupils with SEND	Termly IEP / EHCP-informed targets show measurable progress from baseline; Wave 1 classroom adaptations documented and observed; targeted Wave 2/3 interventions evidence positive impact; parents of SEND pupils attend termly review meetings; fewer emergency reactive pastoral incidents. [Addresses 2, 5]
3. Increase attendance and reduce persistent absence for disadvantaged pupils	Whole-school attendance for disadvantaged pupils rises to $\geq 94\%$ within three years, with yearly milestones (Year 1 $\geq 92.5\%$; Year 2 $\geq 93.5\%$). Persistent absence for disadvantaged pupils reduces to $\leq 10-15\%$ with tailored plans for each PA pupil. Family engagement metrics (contacts, meetings, action plans) increase. [Addresses 3]
4. Reduce cohort variability and target resource flexibly where cohorts are disproportionately disadvantaged	Deployment plans and termly resource reviews show rapid reallocation of targeted support to cohorts with higher proportions of disadvantaged pupils; progress and attainment metrics for each cohort improve according to milestones. [Addresses 4]
5. Build self-regulation and metacognitive skills in disadvantaged pupils	All year groups have an embedded metacognition/SRL curriculum strand and pupils demonstrate planning, monitoring and evaluation strategies in lessons; social-emotional screening shows improved self-regulation scores termly; behaviour logs show fewer incidents and improved readiness to learn. [Addresses 5]

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

Budgeted cost: £ 43710

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme for Maths Mastery (Maths Hub partnership): termly coaching cycles, model lessons, planning time, and pupil work-scrutiny.	Maths Mastery and mastery approaches are aligned with EEF priorities that high-quality teaching is the biggest lever; the EEF Pupil Premium Menu and Targeted Academic Support guidance emphasise investing in teacher expertise as primary lever for disadvantaged pupils (EEF: Guide to the Pupil Premium / Menu of Approaches).	1, 4
2. Oracy across curriculum CPD (modelling talk, vocabulary instruction, cold-call, sentence stems) linked to reading comprehension strategies.	EEF guidance highlights structured reading comprehension and oral language development as high-impact for disadvantaged pupils (EEF: Targeted academic support; Oral language interventions & Guide insights).	1
3. Whole-school Metacognition & Self-Regulated Learning implementation (SLT lead; staff training; lesson prompts; pupil reflection routines). Build metacognition into learning sequences and homework practice.	EEF updated guidance shows metacognition and self-regulated learning have high average impact (+7–8 months) when explicitly taught and implemented with teacher modelling and scaffolding (EEF: Metacognition & Self-regulated Learning guidance).	1, 5
4. Instructional coaching and lesson-study cycles (peer observation + SLT coaching) to reduce variability and embed check-for-understanding (hinge questions, AFL).	EEF and the Menu of Approaches highlight effective professional development mechanisms (coaching, modelling, feedback) to build and sustain high quality teaching (EEF Menu of Approaches / Evidence brief).	1, 2, 4
5. Targeted recruitment and retention actions: protected PPA for literacy/maths leads,	EEF emphasises the importance of recruiting, training and retaining high quality teachers and supporting staff deployment; small-group tuition and	1, 2

induction, and investment in TA development.	TA deployment are most effective when staff are trained (EEF: Targeted academic support & small group tuition).	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 39712

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Diagnostic assessment regime (reading: termly running records/phonics; Language Link for oral language; maths baseline checks) to identify gaps and select pupils for tuition/interventions.	EEF recommends diagnostic assessment to target interventions and link tutoring to classroom teaching; targeted small group/one-to-one tuition is most effective when informed by assessment (EEF: Targeted academic support).	1
2. Small-group tuition in catch-up blocks for maths and reading, delivered by teacher/TAs; programmes timetabled for 6–12 weeks, closely linked to classroom sequences.	EEF Teaching & Learning Toolkit: small group tuition shows average impact of +4 months; guidance emphasises linking tuition to classroom teaching and training staff delivering it (EEF: Small group tuition).	1, 4
3. Small group phonics and early reading interventions in KS1 and catch-up groups in KS2 (structured synthetic phonics where needed).	EEF research identifies phonics and structured reading comprehension interventions as highly effective for early readers and disadvantaged pupils; phonics has strong evidence for early reading. Refer to EEF Guide and Teaching Toolkit (EEF: Guide to Pupil Premium & reading strands).	1, 2
4. Structured small-group language interventions (Speech & Language Link for pupils with oral language delay;	EEF indicates Oral Language interventions show strong impact on reading and language outcomes (+6 months) when targeted and structured (EEF: Targeted academic support – Oral Language interventions).	1, 2
5. SEND-specific Wave 1 adjustments and Wave 2/3 interventions: scaffolding, explicit instruction, visual aids, and TA training; termly	EEF guidance on high-quality teaching for pupils with SEND recommends scaffolding, explicit instruction and careful TA deployment; targeted interventions should supplement, not replace, high quality classroom teaching (EEF: High-	1, 4

SEND reviews and closer parental involvement.	quality teaching for pupils with SEND / Targeted academic support).	
6. Structured TA deployment: train TAs in delivering high-quality small group tuition, feedback and re-integration to class tasks; schedule TAs to supplement classroom teaching.	EEF evidence shows that when TAs are trained and interventions are structured, they add measurable months of progress; avoid long-term withdrawal from classrooms (EEF: Teaching assistants and small group tuition guidance).	
7. Intensive after-school focused sessions (boosters) for targeted cohorts in y6	EEF indicates that extended school time (summer schools, structured boosters) can be effective when clearly structured and linked to curriculum; Menu of Approaches notes extended time has impact if well planned (EEF: Menu of Approaches / Extended school time).	

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

Budgeted cost: £ 3998

Activity	Evidence that supports this approach	Challenge number(s) addressed
8. Attendance lead/CSAW: early, relational contact with families; home visits where appropriate; personalised attendance plans; positive, non-stigmatising communication (days missed messages; personalised letters).	EEF Rapid Evidence & guidance on attendance recommend building deep understanding of families, targeted communication, and early interventions; personalised messages about days missed show promise (EEF: Attendance interventions rapid evidence assessment and EEF articles on supporting attendance).	3
9. Parental workshops (reading at home, phonics, maths talk, metacognition strategies) and improved communications to boost parental efficacy supporting learning.	EEF guidance on parental engagement shows structured programmes and practical support for parents improve attainment and attendance; Working with Parents guidance offers practical tips (EEF: Working with Parents to Support Children's Learning / Menu brief).	3, 4
10. Targeted SEMH support (small group	EEF teaching toolkit: Social and Emotional Learning (SEL)	5, 2

social-skills; emotional regulation programmes); screening and termly monitoring.	interventions show positive effects on attainment (~+3 months) and improve self-regulation and behaviour when targeted and monitored (EEF: Improving Social and Emotional Learning guidance / SEL evidence).	
11. Remove cost barriers to enrichment: subsidised trips, clubs, music lessons and cultural experiences; targeted monitoring of uptake and impact on engagement/aspiration.	EEF encourages enrichment and cultural capital approaches as part of wider strategies; evidence shows extracurricular participation supports engagement though impact on attainment depends on linking activities to curricular aims and evaluation (EEF: Extracurricular & cultural capital references in Menu of Approaches).	4, 5
12. Tailored attendance incentives and responsive follow-up: personalised attendance targets, positive recognition and early meetings for rising absence.	EEF rapid review finds some promise in parental communication and personalised support; targeted, tailored approaches show potential when non-punitive and supportive (EEF: Attendance interventions rapid evidence assessment).	3
13. Monitoring, evaluation and governor oversight: PP impact reporting, cost-effectiveness review, and reallocation of resources to highest-impact actions.	EEF Guide to the Pupil Premium and Menu of Approaches emphasise governance, monitoring and use of evidence for strategic oversight and accountability (EEF: Guide to the Pupil Premium / Menu of Approaches).	1–5

Csaw 998.82

Trips and clubs 500

staffing

Total budgeted cost: £87,420.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year DATA – PP 2024-2025

2025 Key Stage Outcomes	EYFS GLD	KS1 Phonics	KS2 RWM	KS2 2025 Reading	KS2 2025 Writing	KS2 2025 Maths
School PP	25% (of 3 pupils)	43% (of 7 Pupils)	14%	21%	36%	21%
School Pupils (All)	71%	81%	54%	63%	72%	59%
National	68%	80%	60%	75%	71%	72%

Year 5 2024 -2025	Reading	Writing	Maths
PPG	55%	36%	55%
All pupils	59%	40%	59%

Year 4 2024 -2025	Reading	Writing	Maths
PPG	71%	60%	71%
All pupils	67%	67%	67%

Year 3 2024 -2025	Reading	Writing	Maths
PPG	33%	33%	67%

All pupils	65%	62%	79%
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Year 2 2024 -2025	Reading	Writing	Maths
PPG	77%	69%	67%
All pupils	83%	66%	83%

Year 1 2024 -2025	Reading	Writing	Maths
PPG	82%	41%	65%
All pupils	40%	0%	40%

Some year groups are showing that the gap is small or not there. Starting points show that the gap is wide although pupil numbers are low for these groups. Continued focus on specific year groups in particular is needed to ensure this gap closes

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	Maths circle
Big Cat reading	Collins
Little Wandle	Collins
White Rose Maths	White Rose Maths

