

Pupil premium strategy statement – Kingswood Primary School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	25%
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)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Wendy Collins
Pupil premium lead	Wendy Collins
Governor / Trustee lead	Janine Crocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30, 900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29, 241
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>	£60, 141

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already achieving age related expectations.

We use research-based evidence from the Education Endowment Fund (EEF) to inform our strategy and decision making. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We aim to be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. At Kingswood Primary School, we have 25% children in receipt of Pupil Premium with a range of needs / reasons for their disadvantage.

Ultimate Objective

Our ultimate objective is to ensure that all of our disadvantaged pupils achieve their full academic potential during their time at Kingswood School. Our main priority at the moment is to close the attainment gap by the end of year 6 for our disadvantaged children. In order to achieve this, we work hard to ensure early identification of need from Reception / Key Stage 1. From here high quality first teaching and interventions are precisely mapped out to ensure the gap narrows over time.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Where children are disadvantaged and SEND/EHCP we can provide evidence to exemplify their progress and achievement if the gap has not significantly closed.

Achieving these Objectives through:

- Named Pupil Premium Lead & Governor analysing data to inform practice
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching and the effective use of teaching assistants
- Investing into highly skilled teachers and teaching assistants through continuous professional development.
- Funded key experiences for children, such as residential trips and music lessons.
- Pastoral support

Challenges

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged pupils at the end of Key Stage 2 remains significantly lower than non-disadvantaged pupils in reading, writing and maths.
2	70% of disadvantaged pupils in Reception and Key Stage 1 have limited vocabulary and oracy skills.
3	Some of our disadvantaged pupils have reported not eating breakfast in the morning.
4	A high proportion of our disadvantaged pupils show a need to develop self-regulation and greater self-esteem.
5	Observations of our disadvantaged pupils indicate that they do not always have the same access to enrichment activities as their peers.

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
<p>To close the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>2025 Outcomes Reading 70% Non-disadvantaged 49% Disadvantaged</p> <p>2025 Outcomes Writing 65% Non-disadvantaged 45% Disadvantaged</p> <p>2025 Outcomes Maths 72% Non-disadvantaged 41% Disadvantaged</p>	<p>Outcomes between disadvantaged and non-disadvantaged pupils will be the same.</p>
<p>All pupils will be able to start their school day successfully, having had the opportunity to eat a healthy breakfast through attendance at our free breakfast club.</p>	<p>Disadvantaged pupils will be 'ready to learn' from the start of every school day, having eaten a healthy breakfast and a calm transition into school.</p>

Identified pupils to receive additional emotional and wellbeing support from highly trained adults.	Pupils will be able to regulate their emotions and focus on their learning in school- making good progress as a result.
All pupils to have equal access to enrichment activities in and out of school.	Pupils are supported to develop their character, enabling them to be confident, resilient and independent learners.

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)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of experienced additional teacher to enable single year group teaching in phonics, maths and KS2 reading groups. <i>This is also planned for the next academic year, so carry forward budget included in this plan.</i> Additional teaching hours to ensure KS1 split for English and maths.	High quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically deprived students.	1, 2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One-to-one and small group structured interventions.</p>	<p>The EEF toolkit states that targeted deployment, where teachers and teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom deployment.</p> <p>These interventions will include:</p> <ul style="list-style-type: none"> • Nuffield Early Language Intervention (NELI) in Reception • Rapid Catch Up phonics intervention (Year 2 to Year 6) • Reading Fluency Groups (Year 2 to Year 6) • Numbersense • Numberstacks 	<p>1, 2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance at free Breakfast Club.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. (EEF)</p> <p>Further benefits include:</p> <ul style="list-style-type: none"> • Access to nutritious food • A calm, orderly start to the day • An opportunity for positive social interaction at the start of the day. 	<p>1, 2, 3, 4</p>
<p>Continued employment of a school counsellor.</p> <p>Support pupils with their mental health through targeted support, small group work and nurture interventions. Delivered through ELSA (Emotional</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 4</p>

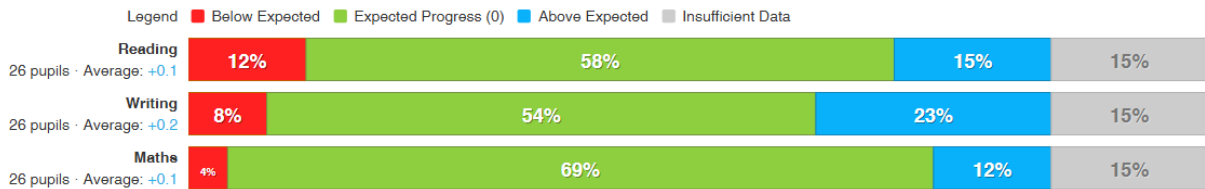
Literacy Support Assistant).		
Access to extra-curricular activities	<p>Extracurricular activities increase engagement in learning and prepare children for life in a diverse society.</p> <p>Funding will be allocated, where needed, to ensure that disadvantaged pupils can access all school trips (including residential), music lessons and wrap-around care.</p>	5

Total budgeted cost: £ 45,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal Progress Data for Disadvantaged Pupils Autumn Term to Summer Term 2024



Attendance Data 02.09.2024-18/07/2025

Non-Disadvantaged Pupils: 96%

Disadvantaged Pupils: 95.3%

Challenge 1: Improve outcomes in standardised tests.

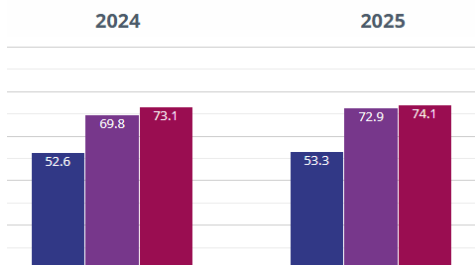
All disadvantaged pupils passed the Phonics Screener Check

Challenge 2: Identifying gaps within the core curriculum.

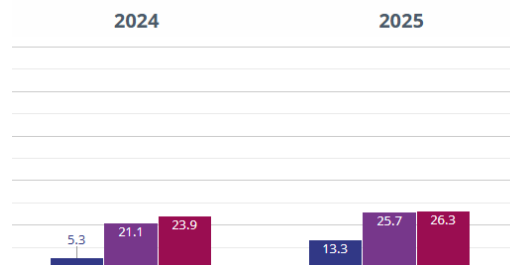
New phonics programme implemented in January 2025. This had a positive impact in Year 1 and Reception outcomes for all pupils. Part of the phonics programme included interventions for all children from Year 2 onwards who are not making expected attainment in reading. This has been fully implemented since January 2025 and has enabled pupils across the school to make good or better progress in reading.

NumberSense has been used to support fluency in calculations in Year 1 and 2 since September 2024. It has also been used to support teaching for children not achieving the expected standard in Key Stage 2. Children requiring a bespoke mathematics intervention have been part of the Numberstacks programme. Outcomes in maths at the end of Key Stage 2 have improved this year.

KS2 Maths- Achieved Standard



KS2 Maths- Higher Attainers



- Kingswood Primary School
- Gloucestershire (235)
- NCER National (16186)

Challenge 3 and 5: Ensure children experience a diverse and enriched curriculum, along with access to enrichment activities

All pupils took part in three enrichment weeks, whole class instrument tuition, alongside a wide range of additional sporting activities. The curriculum has been adapted to reflect the diverse society in which we live, along with time given to explore topics of particular interest or relevance.

Additional funding was allocated to ensure that disadvantaged pupils were able to take part in music tuition outside of the classroom. Pupil premium children attended all school trips and opportunities within the school community, such as school discos, were paid for.

Challenge 4:

Support pupils with their mental health through targeted support.

Pupil premium children and their families were able to access additional wellbeing support with our school counsellor. Behaviour in school remains excellent because all children are able to regulate their emotions and learn effectively in class.

Externally provided programmes

Programme	Provider
Early Language Development	NELI
PSHE Programme	Coram Life
Phonics Scheme	Little Wandle
Numbersense	Number Sense Maths