Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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

Detail	Data
School name	Kingswood Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	46.39%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kelly Foster Headteacher
Pupil premium lead	Kelly Foster Headteacher
Governor / Trustee lead	TBC Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,850

Part A: Pupil premium strategy plan

Statement of intent

Kingswood Primary School is committed to narrowing any identified gaps in attainment between pupils. We are totally transparent in how we use the Pupil Premium funding to enable us to tailor provision to meet individual need through the use of tested intervention programmes that can offer sustained and accelerated progress for our pupils.

As an inclusive school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Kingswood Primary School, we use Pupil Premium funding to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The effects of high-quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011).

The Code of Practice recognises that, 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' (Department for Education, 2014).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure an appropriate level of challenge for disadvantaged pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support families who may be vulnerable for a variety of reasons, in order to help the children.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all children attend school.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	**Language Development** A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2	**Reading** The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	**Attainment at the end of KS2** Gaps between attainment of Pupil Premium pupils and non-Pupil Premium pupils in reading, writing and mathematics at KS2 Children who are eligible for pupil premium are less likely than children not eligible for pupil premium to achieve age related expectations in Key Stage 1 which further impacts their attainment in Key Stage 2. Children who are eligible for pupil premium are much less likely than children not eligible for pupil premium to achieve greater depth in any subjects in Key Stage 2 assessments

4	**Enrichment opportunities** A significant number of pupils are not able to access enriching extra-curricular activities outside of school. Day trips and residential trips - knowledge of our families indicates that many find it hard to pay for school trips, particularly residential trips.
5	**Social Emotional, Mental Health** A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. Teacher conferences during pupil review meetings, observations and behaviour analysis shows a significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school.
6	**Parental Engagement** Families in our communities face a number of additional pressures (e.g., housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school
7	**Attendance** Our data for our disadvantaged children indicates that for some of our families there is a higher level of persistent absenteeism

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
The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE

There is a significant gap in children who are eligible for pupil premium reaching age related expectations in reading across the school	End of year data shows attainment gap between disadvantaged and non-disadvantaged is closing for reading.
Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and book looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
A higher percentage of children eligible for pupil premium are achieving at greater depth in all subjects in Key Stage 1 and 2 assessments.	End of key stage data reflects an increasing number of children achieving at greater depth for reading, writing and maths in Year 2 and 6 End of key stage data reflects an increasing number of children eligible for pupil premium reaching age related expectations in year 2, and that the gap is closing between them and children no eligible for pupil premium
All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.
Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy, and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g., reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.

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: £128,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics scheme in place for all EYFS and KS1 children. All staff have attended specific CPD to ensure high quality consistent approach taken to phonics.	https://www.littlewandlelettersandsounds.org.uk/ Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Phonics%20approaches%20aim%20to%20quickly,or%20combinations%20of%20letters)%20that	1,2,3
Ensuring whole class comprehension lessons provide appropriately challenging texts and vocabulary to apply in their writing across subjects. Additionally, supporting teachers to use robust teacher assessment and gap analysis in all subjects so knowledge is being developed	Ofsted research (summary 2019) shows the importance of long-term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life' EEF: Reading comprehension strategies	2,3
Daily Reading groups in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.	Evidence-based programme initially implemented by Hackney Learning Trust and adapted for Kingswood with proven long-term impact on reading outcomes.	2,3

Destination Reader programme in place from Year 2/3 upwards throughout the school	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	2,3
Continue to provide maximum achievable HLTA and TA hours to ensure high quality classroom support and targeted interventions in all year groups. Provide weekly CPD and debriefs for the staff providing the support and interventions, in order to ensure maximum effectiveness.	Data and monitoring outcomes provide evidence that PP children in different parts of the school are going to require additional support and interventions if they are going to close the attainment gap that currently exists, particularly around the acquisition of reading and number skills.	2
Literacy Team to lead on improving provision of talk and teaching of vocabulary in literacy through CPD, coaching and mentoring	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a ley way to support children from disadvantaged back grounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.	1
Independent speech and language therapist team employed by our school.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1

Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g., Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc. Provide additional TA time so that support staff can be trained in SALT strategies. TAs can implement strategies throughout the week, thus reducing speech and language barriers more rapidly.	Early targeted SALT intervention and support with speech and language skills will reduce the main SEND barrier currently facing PP children. Speech and Language specialist TA will enable the work and advice of the SALT to be implemented daily. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	

SLA for specialist counsellor, drama therapists and work with the MHST to provide identified PP children with support for their emotional, behavioural and wellbeing needs. Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures. PSHE middle leaders curriculum hub, to drive full implemen tation of reviewed curriculum and universal approaches to emotional and mental well-being for all.	Children with emotional, behavioural and well-being needs (sometimes severe) will be unable to access learning unless they are provided with the strategies and support they require to feel calm, confident, safe, and valued. Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.	5
Adapted systems for assessment, pupil progress tracking and monitoring, with a key focus on children eligible for pupil premium and teacher knowledge of these focus children, their identified barriers for learning and progress across the year and from previous key stages, more rigorous	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	2,3

moderation built into assessment window with key focus on pupils eligible for pupil premium. All to contribute to more individualised planning for cohort/ specific needs and linking more t o children's lived experiences.		

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

Budgeted cost: £93,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and in addition will support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are an incredibly significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	5
Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly affect pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy, Head First,	1,2,3,5
Use of interventions, 1:1 tutoring, small group boosters intervention to develop language and reading skills.	Children facing the most complex barriers to their learning should be taught by the most qualified. Intervention HLTAs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role EEF- one to one tuition	1,2

	EEF- Small Group tuition	
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions EEF – Teaching Assistant interventions	1,2,3,6
Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	5

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

Budgeted cost: £61,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g., curriculum trips, residential trips, theatre workshops, art workshops etc.	A significant number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	4
Strategies used in school to support the development of emotional literacy and well-being: Continuation of Restorative Approaches to support and teach children to manage	These are evidence based programmes that have staff have received training in to support with conflict and emotional regulation.	5

and resolve conflict appropriately Introduction of Zones of Regulation Continuation of House Values		
Continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average	DfE Publication: Link between absence and attainment	7
Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	6,7
Working party put together for Diversifying the curriculum (DTC) to complete a review of the curriculum, looking particularly at learning across the curriculum topics and core texts, focusing on accessibility and relevancy for all groups of children represented in the school	Evidence from Lambeth Raising the Game project and associated training. Evidence from school internal data showing less progress, lower attainment, and higher exclusion rates for key identified groups	3
Support with the financial implication of enrichment opportunities for our vulnerable and disadvantaged children to ensure they have equal opportunities to attend	At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. EEF Enrichment Toolkit "Physical activities that help them to do things like focus on a task or maintain attention could be part of the way to bridge that gap." Oxford Research on Sports and Learning	4

Total budgeted cost: £283, 850

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.

At Kingswood Primary school, despite the many challenges faced during the academic year of 2024-2025, we have been committed to achieve the very best outcomes for our pupils and have celebrated the successes of our desired outcomes.

- Many children attended pupil enrichment activities such as afterschool club. An increased number of PPG children attended the Bushcraft Residential for Year 6 pupils.
- Year 6 booster groups extremely effective and PPG children made progress.
- Attendance meetings held regularly with all pupils, vulnerable pupils offered bespoke packages to ensure attendance (early to school, collection where required, strong links with families)
- Support staff implemented a range of interventions that were tailored to each age group and area of need. This included nurture groups for children that were struggling to return to school.
- EYFS have had ongoing interventions and direct 1:1 teaching for the children to ensure their progress is maintained during and after the closures. This included online interventions related to key skills such as phonics, reading and maths.
- 58% (10/17) of pupils passed the Year 1 phonics test
- All PPG pupils receive funding for school trips – 100% of PPG pupils attended all trips

Pupil outcomes

End of Key Stage assessments during 2024/2025 suggested that the performance of disadvantaged pupils was lower than that of their peers. The outcomes were aimed to achieved were not fully realised, although the gaps are narrowing between disadvantaged and non-disadvantaged.

Data from tests and assessments suggest that attainment and progress in Key Stage Two in reading was high for all pupils and higher for pupil premium children than writing or mathematics. This is due to the investment in strong culture of reading and provision in place, reading CPD training, middle leadership and sustaining expertise for key staff as well as targeted reading intervention by in-school staff.

Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in reading and maths at the end of Key Stage Two was below our expectations.

The attainment gap at Key Stage Two for RWM combined between our disadvantaged pupils and non-disadvantaged pupils has grown in the past 2 years. The RWM combined pupil premium gap for Kingswood in 2025 is higher than the national gap figure for pupils achieving the expected standard.

KEY STAGE 2 - PUPIL PREMIUM

Key Stage 2 Scaled score

	KS2 Cohort	Reading Test			Maths Test			GPS		
		School Results	National Non PP* 2024	Difference	School Results	National Non PP* 2024	Difference	School Results	National Non PP* 2023	Difference
All Pupils	71	106.3	106	0.3	104.3	105	-0.7	106.1	106	0.1
Non PupilPremium	35	109.0	106	3.0	107.1	105	2.1	109.1	106	3.1
Pupil Premium	36	103.6	106	-2.4	101.8	105	-3.2	103.1	106	-2.9
Within School Gap		**-5.4**			**-5.3**			**-6.0**		

Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
All Pupils	71	76%	79%	-3%	85%	78%	7%	76%	79%	-3%	66%	67%	-1%
Non PP	35	89%	79%	10%	97%	78%	19%	89%	79%	10%	83%	67%	16%
PP	36	64%	79%	-15%	72%	78%	-6%	64%	79%	-15%	50%	67%	-17%
Within School Gap		**-25**			**-25**			**-25**			**-33**		

Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
All Pupils	71	37%	34%	3%	27%	16%	11%	25%	29%	-4%	15%	10%	5%
Non PP	35	46%	34%	12%	40%	16%	24%	40%	29%	11%	23%	10%	13%
PP	36	28%	34%	-6%	14%	16%	-2%	11%	29%	-18%	8%	10%	-2%
Within School Gap		**-18**			**-26**			**-29**			**-15**		

Attendance and Safeguarding

Active case management tools continue to be implemented to ensure that the needs of the most vulnerable learners are being met holistically. Family services officers, joined up with whole SLT and SENco inclusion meetings.

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
Times Table Rockstars (Maths)	TTRS
White Rose Maths	White Rose
Little Wandle Letters and Sounds	Little Wandle

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around the monitoring cycle, pupil review meetings and feedback (EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils). Assessment and curriculum teams to work with staff to ensure the more
- utilising a DfE grant to train a senior mental health lead (Deputy Headteacher and SENP to access this). Also, through the Mental Health Support Team (MHST), referrals are made for families to work alongside parents/carers to support pupils. The Deputy Headteacher is working alongside professionals and identified families to ensure pupils receive the support they may require to meet their needs. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated and reviewed why activity undertaken in previous years were successful or not had the desired impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of internal reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.