

Pupil premium strategy statement – Kings Road 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	400
Proportion (%) of pupil premium eligible pupils	37.8%
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)	2024-2027
Date this statement was published	Sept 25
Date on which it will be reviewed	Sept 26
Statement authorised by	Karen Riches
Pupil premium lead	Andy Chambers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214600
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£214600

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. To ensure that this is 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

We understand that disadvantaged pupils have been adversely affected by the pandemic, and partial school closure, when compared to non-disadvantaged pupils. Robust diagnostic assessments have highlighted the adverse effect of academic progress, and observations and assessments have highlighted the adverse effect on mental health and well-being of disadvantaged families. This is supported by national studies. We have enhanced our SEMH provision and capacity and are rolling out the two-year Trauma Perceptive Practice programme to all staff to provide high quality support to tackle these acute needs.

Challenges

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

Challenge number	Detail of challenge
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1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Maths outcomes for KS2 in 2024 were 45% for PPG pupils, compared to 78% for non-ppg pupils.
2	Social, emotional and mental health/well-being issues, often with significant emotional trauma/attachment, resulting in limited emotional resilience, low self-esteem and self-confidence. Some result in safeguarding concerns. Observations and discussions with pupils have shown that this is prevalent across the whole school. Teacher referrals for support remain relatively high. 50 disadvantaged pupils currently require additional support with social and emotional needs.
3	Our attendance data in 2023-24 indicates that attendance among disadvantaged pupils has been 5.4% lower than for non-disadvantaged pupils. Attendance data for the current academic year indicates that attendance for disadvantaged pupils is still 4% lower than for non-disadvantaged pupils. 31% (47 children) of pupils who have been 'persistently absent' in 2023-24 are disadvantaged pupils. The overall school figure for non-disadvantaged PA during this time was 14.3% This year 23.7% of pupils who are classed as persistently absent (25.10.24) are disadvantaged. The overall school figure at this time is 17%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than 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
Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2026/27 show that disadvantaged pupils meet the national standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2026/27 show that disadvantaged pupils meet the national standard.

Improved writing attainment among disadvantaged pupils.	KS2 Writing outcomes in 2026/7 show that disadvantaged pupils meet the national standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • Qualitative data from student voice, student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • The overall absence rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% higher than their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	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.

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: £ 50,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher employed to cover two AHT to enable them to monitor disadvantaged children.	Focus on Teaching and Learning for the disadvantaged. Monitoring outcomes and progress for disadvantaged children, particularly those with poor attendance and ensure appropriate provision for these children. To implement strategies to improve attendance of disadvantaged pupils working along side attendance team	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1

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

Budgeted cost: £ 63,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs employed additional hours PPG conferencing and targeted interventions in speech and language, reading, phonics, writing and maths.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4
Resources	Lexia Gold, Talkboost, Little Wandle, Jigsaw upgrade. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Oral language interventions Teaching and Learning Toolkit EEF	4

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

Budgeted cost: £ 100,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support and Inclusion Co-ordinator to	To implement the principles of Improving school attendance: support for schools and local authorities – DFE Guidance	3

monitor attendance and work with families to reduce absence. FSIC also has a SEMH role within school.	School data shows that PPG pupils have higher levels of absence and persistent absence, which directly impacts on their attainment and progress. EEF “Improving Social and Emotional Learning in Primary Schools” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	
Employment of a Social Emotional and Mental Health mentor to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF “Improving Social and Emotional Learning in Primary Schools” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 3
Funding of Magic Breakfast and cool milk	“It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results”(Third Space Learning, 2019).	2, 3
Funding of Forest Schools for disadvantaged children	“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” EEF – Teaching and Learning Toolkit	2, 3
Funding contribution to trips and extra-curricular activities.	Our Year Six residential provides children with essential life skills and “opportunities to participate in activities that they otherwise might not be able to access” (EEF, 2021). The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. “This has important benefits in terms of health, wellbeing, physical	2

	development, self-confidence and self-efficacy” (EEF, 2021). Contribution to Young Voices at the O2.	
Contribute 30% of the cost of DHT salary to target those pupils who are both PPG and have poor attendance	DHT is DSL, attendance lead and lead for disadvantaged pupils in school, responsible for the implementation of the disadvantaged strategy and outcomes for disadvantaged pupils.	2, 3

Total budgeted cost: £ 214,600

Part B: Review of the previous academic year (*To be completed September 2025*)

Outcomes for disadvantaged pupils

EYFS Word reading 66% at expected

PPG 57%

EYFS writing 55% at expected

PPG 36%

Year 1 phonics: 77% PPG: 65%

Year 6 KS2 outcomes for Reading:

Expected standard: 76% PPG Expected standard 57%

Higher Standard: 26% PPG Higher Standard: 19%

Yr 6 KS2 Maths outcomes:

Expected standard: 65% *PPG Expected standard: 46%*

Higher standard: 21% PPG Higher standard: 8%

Yr 6 KS2 Writing outcomes

Expected standard: 73% PPG Expected standard: 50%

Higher standard: 11% PPG Higher standard: 8%

Overall attendance: 94% Overall attendance of PPG: 91.6%

Persistent absence: 15% Persistent absence of PPG: 26.2%

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
Dyslexia Gold	Dyslexia Gold
Talkboost	

Further information

Additional activity

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

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. 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.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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