

## Pupil premium strategy statement- Kingsway Primary School 2025-2028

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	314 (71PP)
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Germaine McKinnon, Headteacher
Pupil premium lead	Sian Smart
Governor / Trustee lead	Lis Stock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£80,324

## Part A: Pupil premium strategy plan

### Statement of intent

The ultimate objective for our disadvantaged pupils is to create classrooms with high expectations of learning behaviours where all children are actively engaged, challenged, encouraged to think and have agency, thus impacting positively on their attainment, progression and confidence.

At the heart of this are our School core values, which are: **Kindness, Integrity, Never give up, Go above and beyond, Self motivated, Welcoming, Accountable and Your voice is important.**

High-quality, inclusive and adaptive teaching and learning is fundamental in our approach, with a clear focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged pupils in our school. **What is vital for some is valuable for all.**

We continue to have a strong focus on Reading for all children, as we believe that this is fundamental to progress in all areas and for all pupils including disadvantaged. This support continues to include a focus on attendance, meeting basic needs including behaviour for learning through our ELSA support, targeted interventions which involve adaptive teaching and also include academic or pastoral support. Our dedication to Crew each day ensures all children have a sense of belonging and mattering.

Our approach will be responsive to common challenges and individual needs, embedded with the effective use of feedback to move learning forward. All Kingsway staff will understand the role they have in ensuring all children have access to high quality learning, through embedded CPD. Our pupil premium spending is linked to our whole school strategic plan with in year improvement carefully planned in our school improvement plan.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussion with pupils indicate PP do not achieve as well as those who are non PP.

2	Assessment, observations and tracking shows that PP children continue to need more opportunities to practice and secure their reading strategies. Reading is the key to learning.
3	Our attendance data indicates that Pupil Premium attendance is lower than Non PP. PP is 92.1 % and below national (94.8%) Overall School 95.3% As a school we aim to improve attendance to be 97% or better. Assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
4	Assessments, observations and discussions with pupils and families have identified an increase in children requiring additional support with social and emotional needs through ELSA and school based counselling.
5	Assessments, observations and discussion show that children have a narrow vocabulary and are less able to communicate confidently and effectively in a variety of situations. Children entering Reception come from a range of nurseries with varying expectations. Continuing to prioritise reading is key to building vocabulary.

### 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>The attainment of pupils to be raised through consistent quality first teaching across all subjects.</p> <p>Therefore improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2.</p> <p>Teaching is inclusive and scaffolded to meet the needs of all learners. Tom Sherington's Walk Thru's are focussing specific development of our 4 pillars: modeling, feedback, scaffolding and questioning which drive CPD and impact in the classroom.</p>	<p>Progress is at least good in all subjects with a positive progress score at the end of KS2.</p> <p>Attainment data is at least as good as national.</p> <p>Pupils achieve ARE/GDS in line with National: GLD 70%</p> <p>Reading 75% / 35%</p> <p>Phonics Y1 80%, Phonics Yr 2 95%</p> <p>Writing 75% / 15%</p> <p>Maths 75% / 30%</p> <p>Teachers have a clear and specific understanding of children's barriers and next steps and can successfully close gaps. AR tracking, NFER analysis, PLFs, Cold and Warm tasks used more effectively.</p> <p>Questioning is directed to PP and 'Just below' children to ensure children are confident to progress in their learning. Lessons are adapted live/in the moment where this is not the case.</p> <p>Scaffolding is evident and effective. It is planned for and removed in a timely manner.</p>

	<p>Live in the moment Feedback leads to greater impact in pupils' learning for high achieving and those working below ARE.</p> <p>Development of new behaviour policy and class charter enables all children to learn without limitations. Class dojo used to reward expected learning behaviours and for parental engagement.</p>
<p>To continue to raise the profile of reading and improve the attainment for PP children.</p>	<p>Attainment for ARE in Reading is lower than Non PP.</p> <p>Further opportunities for targeted reading during CREW and lunchtime Reading ambassadors.</p> <p>Attainment data is at least as good as national.</p> <p>Reading 75% / 35%</p> <p>Phonics Y1 80%,</p>
<p>Oracy empowers children who are equipped to be confident, respectful and purposeful speakers.</p>	<p>Assessments and observations show that Oracy strategies are embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p> <p>The Oracy sequence of learning and lesson structure for introducing new vocabulary ensures children are confident users of vocabulary.</p> <p>Scaffolding is evident and effective. It is planned for and removed in a timely manner.</p>
<p>To improve attendance and punctuality for all children.</p> <p>This will be done through a range of strategies including;</p> <ul style="list-style-type: none"> <li>● Increase positive attitudes to attendance and punctuality across the wider community</li> <li>● Adopt a whole school approach in which all staff take responsibility for attendance, tracking and communicating</li> <li>● Families and the Wider community are aware of the importance of good attendance which leads to</li> </ul>	<p>Whole school data drive to raise attendance to 97% or better.</p> <p>Identified pupils with lower than 97% attendance will have made an improvement in their attendance and therefore be missing fewer lessons.</p> <p>Teachers and staff adopt a whole school approach to improving attendance. Closer tracking and communication logs.</p> <p>Children learn to be an active part of their Crew (not passengers) with an increasing responsibility for their own learning. This</p>

<ul style="list-style-type: none"> <li>improvements in attendance- class dojo</li> <li>Attendance data is in line with National</li> <li>The number of children arriving late is reduced by specific targeting and Crew time activities</li> </ul>	<p>culture of Crew ensures all children have a sense of belonging and mattering.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school.</p>	<p>Sustained high levels of wellbeing demonstrated by student and parent voice/surveys and teacher observations. Children are engaged actively with learning and have a range of strategies to self regulate.</p>

### 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: £68,029

Activity	Evidence that supports this approach		Challenge number(s) addressed
<p>Carefully planned CPD which improves quality first teaching for all staff.</p> <p>All class based staff create classrooms with high expectations of learning behaviours where all children are engaged, challenged, encouraged to think and have agency, which impacts positively on attainment, progression and confidence.</p>	<p>Teachers enable high challenge and high engagement through questioning and active learning strategies outlined in SIP.</p> <p>Teachers use I do/we do/you do as an effective teaching strategy to move learning forward.</p> <p>Teachers use feedback effectively to move learning forward.</p> <p>Teachers use scaffolding and adaptive teaching</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a></p>		1, 2

	Dylan William & Siobhan Leahy		
CPD and resources for all class based staff to plan and teach modelling and scaffolding.	<p>Use of modelling and scaffolding to improve pupil learning.</p> <p>Class based resources bought to support modelling and scaffolding.</p> <p>Three Bridges Primary School, Southall and the impact and success in school based research on Anchor Charts.</p> <p>Cognitive Load Theory (De Jong 2010)</p> <p>SEND in School- Amjad Ali</p>		1, 2
<p>CPD on quality first teaching and AFL linked to SIP and Writing action plan.</p> <p>CPD on handwriting 3/4x daily.</p>	<p>Develop knowledge about what high quality teaching and learning looks like.</p> <p>Improve the use of 'I do/we do/ You do' to ensure pupils are secure with their application and understanding.</p> <p>Teachers use feedback effectively to move learning forward.</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a></p>		1, 2
External Literacy Consultant to work with English lead and staff in Years 1/2/3/4. (10 days)	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Feedback</a></p> <p>Feedback EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a> <a href="#">Education Endowment</a></p>		1, 2

X-MAT Literacy support for Years 5/6. (1xWeekly)	Sharing effective practice through the Evaluate My School network.		
Shared and Guided Reading training through external courses, development of year group reading leads in school.  Purchase high quality reading materials.	Education Endowment Foundation toolkit - <a href="#">Reading comprehension (GR and SR) strategies</a>  Education Endowment Foundation toolkit - <a href="#">Phonics</a>  Education Endowment Foundation Early Years Toolkit- <a href="#">Communication and Language Approaches</a>		1,2
Recruit more PP reading ambassadors in KS2 to deliver reading practice and coaching with identified KS1 pupils.	To provide opportunities (x4 weekly sessions) for children to practice and apply reading skills.		1,2,
Develop the quality of Maths Teaching and Learning. X-MAT Maths support linked to SIP and Maths action plan. (1x fortnightly)  Purchase high quality maths materials.	Pupils achieving well in standardised tests and assessments. Sharing effective practice through the MAT leaders network.  Maths resources used to support children's understanding of mathematical concepts.		1,2
Additional Maths Teacher for a 4th Group in KS1 and KS2.	To provide targeted support to PP and Non children to close the gap before the		1,2

	end of KS1 and KS2 (years 5/6).		
MAT Curriculum leadership support for subject leaders. X-MAT and CPD for all staff.	Sharing effective practice through the MAT leaders network.  CPD on key components of Wider Curriculum planning. XMAT CPD- Developing the use of vocabulary.		1,2
Continue training for all staff to develop use of oracy within the curriculum.	Research from Voice 21 Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a> Closing the vocabulary gap - Alex Quigley		5
NFER QLA and Star Assessments support identification of next steps for children working below and well below.	Education Endowment Foundation toolkit EEF_Digital_Technology_Guidance_Report <a href="#">Diagnostic assessment   EEF</a>		1,2,5

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

Budgeted cost: £ 4,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of Social and emotional learning. (1x week ELSA support)	There is sound evidence linking childhood social and emotional skills with better outcomes at school.  Foundation Teaching and Learning Toolkit - Metacognition and self regulation EEF Guidance Report - <a href="#">Metacognition and self-regulated learning</a>  Power of Mattering- Zac Mercurio	3,4

<p>LSA Training on interventions and precision teaching to close the gap.</p> <p>LSA's will be confident to adapt learning in line with School expectations.</p>	<p>Targeted interventions and training are an effective method to support lower attaining children.</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">TA interventions EEF</a></p> <p>EEF-updated TA guidance.</p> <p>SEND in School- Amjad Ali</p> <p>Sharing effective practice through the Evaluate My School network.</p>	<p>1, 4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £7591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased communication with parents and physical rewards and motivators for pupils who are identified as having low attendance or engagement with School.</p>	<p>Attendance must improve to enable children to maximise their learning time in school and to accelerate progress so that attainment is at age related or better.</p> <p>Increased number of parents engaging with Class Dojo.</p> <p>Principles of good practice set out in the <a href="#">DfE's Improving School Attendance</a></p> <p>Education Endowment Foundation - <a href="#">Behaviour Interventions</a>.</p> <p>Evaluate My School report and Peer support and challenge Meetings for Attendance.</p>	<p>3,4</p>

**Total budgeted cost: £80,324**

## 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.

#### **March Review:**

Pupil premium children continue to be prioritised for additional phonics and reading sessions/interventions. All pupil premium children continue to have priority over chromebooks to ensure they can easily access accelerated reader quizzes in school and complete their homework. Teachers and adult support use CREW time to work with PP children on specific SMART targets.

The ELSA support is still on a leave of sickness and has been unable to work with pupil premium children with social and emotional issues so far this year. We are looking to recruit for the next academic year.

#### **End of year review:**

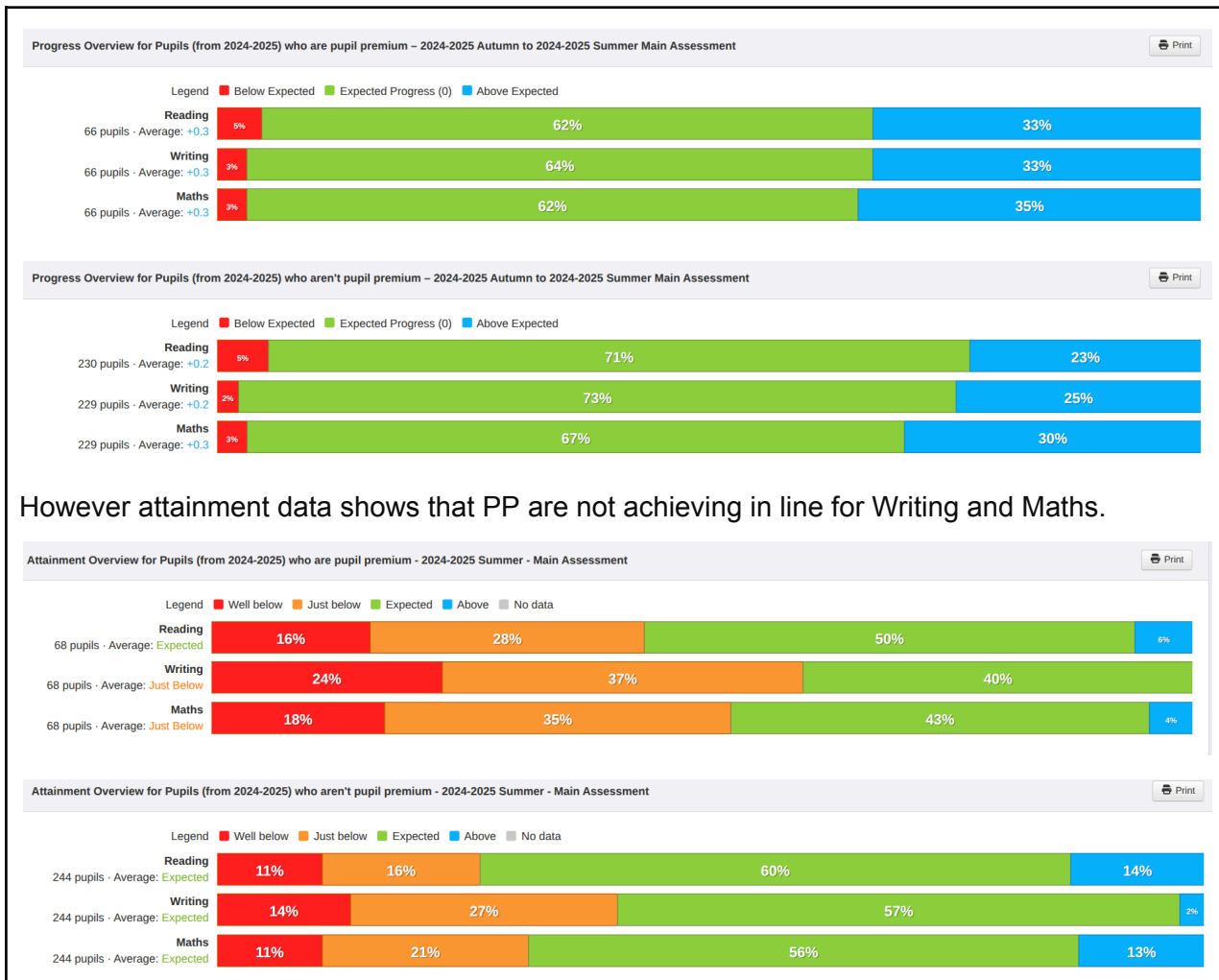
Year 1 Phonics	School All	National	School PP
22/23	60%	79%	46%
23/24	74%	80%	53%
24/25	78%	80%	65%

Year 4 MTC	School All	National	School PP
22/23	24%	29%	0%
23/24	26%	34%	18%
24/25	42%	37%	36%

KS2 Reading SAT	School All EXP	School All GD	National EXP	National DG	School PP EXP	School PP GD
23/24	54%	18%	86%	29%	38%	10%
24/25	60%	14%	75%	33%	50%	6%

Our approach to Phonics, MTC and Reading has proved successful. We now need to adopt the same approach for Writing and Maths.

Progress for PP is in line with those who are Non PP for Reading, Writing and Maths.



### 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
Kapow	
Essential Letters and Sounds (ELS)	
White Rose Maths	
Mathsletics	
Literacy and Spelling Shed	
Times Tables Rock Stars	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupil?	n/a

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*