

## Pupil premium strategy statement – Kilsby C of E Primary

This statement details our school's use of pupil premium (and recovery 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	142
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-2026
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Georgina Sensecall Head of School
Pupil premium lead	Georgina Sensecall Head of School
Governor / Trustee lead	Helen Holmes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,567
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£13,567

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Kilsby CofE Primary 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. Research findings from the EEF suggest that this is more important than ever since the Covid-19 pandemic, as pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.

We acknowledge that disadvantaged pupils often face multiple and interconnected barriers, including lower attainment, poorer attendance, and increased risks to mental health and well-being. These challenges can compound and create a cycle of underachievement. Therefore, our strategy is designed to address these barriers holistically, ensuring that all pupils are supported to thrive academically, socially, and emotionally.

High-quality teaching is at the heart of our approach. This has been proven to have the greatest impact on closing the disadvantage attainment gap and will benefit non-disadvantaged pupils as well. 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.

Our approach will be responsive to common challenges—such as attendance difficulties, gaps in foundational knowledge, and emotional well-being—and to individual needs, rooted in robust diagnostic assessment rather than assumptions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure that all pupils are challenged in the work that is set for them, recognizing that engagement and challenge can improve attendance and motivation.
- Promote a climate where all pupils are expected to achieve through high-quality wave 1 provision and effective curriculum delivery in classrooms as the main driver of progress.
- Foster a culture where all staff understand the importance of supporting disadvantaged pupils, particularly those at risk of poor mental health and persistent absence.
- Act swiftly to intervene at the point when need is identified, offering timely academic and pastoral support.
- Methodically evaluate the needs of and data on those children eligible for Pupil Premium, as well as those we identify as vulnerable, ensuring a balance between individual, class, and whole-school needs, including attendance monitoring and mental health support.



## Challenges

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

Challenge number	Detail of challenge
1	Limited access to enrichment opportunities incl cultural capital
2	Emotional and Mental Health
3	Attainment
4	Attendance

## 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
Close gaps in attainment at FSP, Phonics, KS1 and KS2 data	Cohort data shows the gap between PP and non-PP closes as that cohort moves through the school. All staff ensure that there is a focus on attainment of PP pupils.
Improve and sustain improved attendance for all pupils, particularly our PP / Vulnerable pupils.	Whole school data shows the gap between PP and non-PP
Ensure that disadvantaged pupils and their families feel included in general school life.	Opportunities available are taken up by all pupils because of the support available.

## 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: £1978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics - Little Wandle training for key members of staff who	There is good evidence that the systematic teaching of phonics leads to good reading attainment for all pupils	1

<p>can then directly support targeted groups.</p> <p>Language Link programme – screening for all children in R and Yr1</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/iteracy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/iteracy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Developing a curriculum that engages all pupils, irrespective of background. Dimensions Curriculum training – updated to reflect changes in need since implementation.</p>	<p>Developing a good balanced curriculum that engages all pupils.</p>	<p>2,3</p>

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

Budgeted cost: £10034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focussed and planned Individual / small group intervention to support learning of disadvantaged pupils who are behind their peers in specific areas.</p>	<p>Through a systematic approach to interventions, utilising TA support, address areas of learning to close attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2</p>
<p>Pastoral support worker - shared with another school in the trust.</p>	<p>Supporting the pupils social and emotional needs through both individual and group work.</p>	<p>3,4</p>

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

Budgeted cost: £1555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding activities like School trips and clubs to</i></p>	<p>To help support pupils feel included and have the same opportunities as their peers.</p>	<p>3,4</p>

<i>give children experiences their peers have.</i>	<p>This also helps build relationships with families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<i>Music tuition</i>	<p>A study by the <i>Educational Endowment Foundation (EEF)</i> in the UK suggested that learning music can lead to a three-month boost in academic progress, particularly in literacy.</p>	3,4

**Total budgeted cost: £13,567**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged children feel part of the school community. Children feel welcome and equal to their peers without the financial barriers.

Opportunities to improve vocabulary to support access to curriculum took place in school and online with a greater emphasis on vocabulary in all subject areas.

More opportunities for children to talk about their feelings and anxieties in a safe environment. This has been achieved with them building up a relationship with the school's Family Support Worker as a safe person to work with in addition to their trusted adults in school.

Families can better support their children to be successful in learning when they themselves are supported with the areas they find difficult to manage. Relationships are crucial between school and home.

### Externally provided programmes

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

Programme	Provider
Nessy Reading and Spelling	Nessy Learning
Maths Shed, Spelling Shed, Phonics Shed	EdShed
The Thrive Approach	Thrive

### Further Information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

- small group work with teacher, HLTA or TA
- off-site visits
- visitors to school
- specific SEND interventions
- subsidised residential trips
- training of staff (e.g. Thrive, First Aid, Team Teach)
- purchasing of specific equipment
- Supporting and teaching children with specific needs linked to mental health and

social skills

- subsidised music lessons
- subsidised breakfast and afterschool clubs/holiday clubs