

Pupil premium strategy statement – Kirklevington Primary School (December 2025 Update)



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	141
Proportion (%) of pupil premium eligible pupils	9.3
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	03.12.25
Date on which it will be reviewed	02.12.26
Statement authorised by	Louise Peacock
Pupil premium lead	Louise Peacock
Governor / Trustee lead	Pat Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£22,210

Part A: Pupil premium strategy plan

Statement of intent

At Kirklevington Primary School, we have a strong desire to improve both educational and personal outcomes for all of our pupils. We want the school to empower children to improve their own lives and the lives of those around them using our intent of **Be Ready, Be Respectful, Be Safe**.

Working with our families, we will continually strive to remove all barriers to success. Our staff have high expectations for all pupils and a determination to provide each pupil with an engaging curriculum, Quality First Teaching and the resources they need in order to achieve their best.

Kirklevington Primary promotes a culture of mutual respect and acceptance with children moving onto the next step in their education with the skills and values needed to achieve in life.

We have a very small number of children entitled to Pupil Premium funding. We believe in providing the best possible opportunities for all. We monitor the attendance of all pupils and work in collaboration with parents to remove any barriers to attendance.

Our Pupil Premium Strategy aims to identify the needs of the children at Kirklevington Primary School and to plan how we will ensure every child achieves. We believe that:

- Barriers to attending school and to learning should be removed: All families should be supported to ensure children attend school as is their right (UNCRC article 28) and reach their full potential (UNCRC article 29).
- Developing effective communication skills and a sophisticated vocabulary is critical to improving the life chances of our children.
- All children should have access to the materials they need to achieve.
- All children should be taught to be emotionally ready to learn and to have high self-esteem developed through educational accomplishments.
- All children should feel a sense of belonging and be able to participate in all extra-curricular activities on offer.

We intend to do this through curriculum opportunities, strong teaching, targeted interventions, parental engagement and considering the wider barriers children may face towards their education and development.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – persistent absenteeism is higher within the PP cohort than non-PP.
2	Oracy – Internal moderation demonstrates that fluency of writing of pupils eligible for PP, could be improved through oral rehearsal and increased language acquisition
3	Spelling & Writing – Moderation highlighted age-related spelling rules not consistently applied by all pupils eligible for PP; Writing assessments showed under performance of some pupils eligible for PP in key year groups (current KS1 and upper KS2)
4	SEMH – Findings show that some of our PP children sometimes require additional support to develop positive, age-appropriate social and emotional mental health through, Thrive, Drawing and Talking or Play Therapy approaches
5	Providing financial support for extra-curricular opportunities and offering support for school uniform repeatedly throughout the year (next sizes)

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.

Challenge number	Intended outcome	Success criteria
1.	Improved attendance of all pupil premium children so that their attendance at least matches their peers nationally.	Attendance of all pupil premium children will be monitored closely; support will be implemented to improve attendance; engagement with parents will be a strength; and overall, attendance will improve for these pupils. Attendance for all children will be
2.	To improve oracy skills and language acquisition using the Voice 21 Oracy Framework to build upon the strong foundations established in EY with communication and language.	Children increase their knowledge and use of a range of vocabulary in the classroom. Pupil Voice shows that children are becoming more articulate in discussing / using newly acquired language. New vocabulary is apparent in children's independent writing and they are confident in speaking to a range of both familiar and unfamiliar adults in school.
3.	To increase the accurate use of age-related spelling rules (using morphology) and common exceptions words; and improve outcomes in writing across the school.	Moderation shows improved use of accurate spellings in independent writing. Progress & attainment of pupil premium children will be in-line with non-pupil premium children and they will be successful and confident writers.
4.	To improve SEMH of children to support them with self-	In terms of children who require additional support for their social, emotional and mental

	regulation; resilience and in developing and maintaining successful relationships.	health needs, we will reduce the differential between the number of pupil premium children and non-pupil premium accessing these interventions/services.
5.	To ensure everyone has access to the cultural capital offer of our school and ensure every child has a sense of belonging (the uniform is worn with pride).	Financial barriers are reduced to support the development of the fully-rounded child and their access to a rich and varied educational offer. All children to have the same standard of uniform and presentation and have a sense of belonging.

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: £11,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants will receive further CPD for phonics (Little Wandle), oracy, spelling (Grammarsaurus - Morphology) and writing to improve outcomes.	A need for training and new approaches identified within the School Improvement Plan due to outcomes and findings of staff. EEF - Oral language Intervention EEF - Phonics	2,3
Quality First Teaching – Pupil Premium pupils closely monitored by teaching staff and additional support/teaching provided as required.	Teaching standards and staff's professionalism EEF - small-group-tuition EEF - behaviour-interventions	2,3

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Individual or small-group interventions for English and Maths supported by teachers and/or teaching assistants (under the direction of the class teacher).	Moderation and further analysis of data highlighted the need for more focus and precise interventions for Pupil Premium children to improve their outcomes EEF - small-group-tuition EEF - individualised-instruction	2,3
Increase consistency of Teaching Assistants supporting specific learning needs through targeted interventions (afternoons).	Sharing of good practice between Trust schools and evidence-based research EEF - small-group-tuition EEF - teaching-assistant-interventions	2,3
Targeted booster-style sessions (in various year groups) for disadvantaged children	Staff have completed gap analysis following termly assessments and some have implemented booster sessions before/after the school day to support learning and promote progression. This is good practice and will continue in 2025/26. EEF - small-group-tuition	2,3

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

Budgeted cost: £7,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased training opportunities for teaching assistants with Drawing and Talking therapy support and OT strategies to support children's self-regulation	Emotionally-regulated children achieve better in education (+8mths) EEF - Metacognition-and-self-regulation +3mths SEL - EEF - social-and-emotional-learning Attendance is also positively impacted by both of these interventions. Parental engagement is an important aspect of Thrive and nurture, which supports attendance - EEF - parental-engagement	4,1

Refer children to Play Therapy for more complex social, emotional and mental health needs	EEF +4mths: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF - social-and-emotional-learning EEF - social-and-emotional-learning Attendance is also positively impacted by both of these interventions. Parental engagement is an important aspect of Thrive and nurture, which supports attendance - EEF - parental-engagement	4,1
Attendance incentives and promote improved attendance, particularly for pupil premium children	School-based evidence gathered through pupil voice shows that children enjoy praise and incentives which impact positively on their self-esteem and their school attendance.	4, 1
All educational visit costs are subsidised by school; free Breakfast Club is offered to pupil premium children (for those who require support with punctuality and attendance); and school ensures that all opportunities for additional sporting activities are accessible to all children without any financial barriers.	Pupil Voice and Parental Voice has identified that children feel they belong in Kirklevington Primary when they can participate in all of the extra-curricular activities on offer. Linked to this activity, school have utilised the evidence from the EEF: EEF - physical-activity Although, evidence for outdoor adventure learning (similar cultural capital) has an unclear impact for moderate costs, this is based on insufficient evidence gathered. EEF - outdoor-adventure-learning	5,1
Purchase new school jumpers or other items (particularly P.E. clothing) as requested for by parents/carers.	By ensuring children have the uniform they need to be 'the same' as their peers and feel a sense of belonging, this will improve attendance and their SEMH needs which will impact positively on their learning. (Pupil voice) EEF - school-uniform	5,4,1

Total budgeted cost: £ 22,210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Challenge 1: Attendance

Attendance	% for PP	% for non-PP
Y1	94.74	96.21
Y2	98.95	97.42
Y3	95.99	97.41
Y4	96.14	97.14
Y5	94.25	96.98
Y6	96.11	96.4
All	95.46	97.11

Although our overall attendance for our pupil premium children was lower than for non-PP children, in Year 2 it was higher than non-PP and in Year 4 and Year 6 it was within 1% of the attendance of non-PP pupils. Support was put in place to help improve attendance last year, such as breakfast club and regular support meetings with parents. This has continued to be an area of focus this year (2025/6) following the previous introduction of the DfE guidance (19.08.24) - Working Together to Improve School Attendance.

2024 Challenge 2: Oral language

Communication and Interaction is a continued focus throughout the school starting in Early Years where the strong foundations of communication and interactions are taught, encouraged and promoted throughout every day. This is a thread that is intertwined throughout our whole-school curriculum as this is a vital life skill.

2024 Challenge 3: Spelling & Challenge

2024 Challenge 4: Writing

Outcomes for Pupil Premium (PP) children at Kirklevington across all year groups in reading, writing and maths were positive and attendance for all PP children was above national. (See Outcomes Table overleaf.)

Pupils were more engaged in their learning and had greater confidence as a result of interventions and initiatives in place. Little Wandle is now a strength of our phonics and reading teaching with whole-class daily practice, small group work and rapid catch-up interventions in place for those who need it.

Additional staff training on new initiatives for the teaching and learning of spelling, punctuation and grammar have been introduced and, hopefully, in subsequent years this will benefit our children's writing outcomes significantly. Staff continue to adapt their

teaching of writing to meet the needs of their cohorts and interventions with teachers and/or teaching assistants are in place to ensure everyone is accessing the curriculum and making progress.

Pupil Premium Data 2024/5

Reading	Pupils	B/WT%	Exp+%	GD%
Y1 PP	1	100	0	0
Y2 PP	1	100	0	0
Y3 PP	3	0	100	66.7
Y4 PP	2	0	100	0
Y5 PP	4	25	75	25
Y6 PP	3	33.3	66.7	0

Writing	Pupils	B/WT%	Exp+%	GD%
Y1 PP	1	100	0	0
Y2 PP	1	100	0	0
Y3 PP	3	33.3	66.7	33.3
Y4 PP	2	50	50	0
Y5 PP	4	50	50	0
Y6 PP	3	0	100	0

Maths	Pupils	B/WT%	Exp+%	GD%
Y1 PP	1	0	100	0
Y2 PP	1	100	0	0
Y3 PP	3	0	100	33.3
Y4 PP	2	0	100	0
Y5 PP	4	50	50	0
Y6 PP	3	33.3	66.6	0

Phonics	Pupils	Not Achieved	Achieved
Y1 PP	1	100	0

Challenge 5: SEMH Needs

Access for pupils to school's Drawing & Talking Therapy, Thrive Approach and our external Play Therapist has allowed a number of PP children to access therapeutic and emotional wellbeing support. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased significantly since March 2020. Feedback from parents and carers shows that these sessions have been very well received. With Play Therapy, children complete a block of support and then have strategies to support them in everyday life with many differing needs, e.g. build resilience, lessen anxiety, etc...

Challenge 6: School Uniform

We believe that because of the PP funding spend on the uniform, all children feel a sense of belonging and inclusion which boosts self-esteem and self-confidence. This, in turn, helps them attend better.

Externally provided programmes

Programme	Provider
Home School Communication	Tapestry & SeeSaw
Little Wandle	Collins
Times Table Rockstars	

Service pupil premium funding

How our service pupil premium allocation was spent last academic year?
<ul style="list-style-type: none">• See-Saw• Intervention for SEMH and to support progression of learning• After-school clubs to support families (extended school time)
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• See-Saw provides a vital communication method between home and school whilst the parent is deployed, which in turn has improved the SEMH needs of the children.• Teachers have identified improvements in the emotional wellbeing of the children, enabling them to thrive and focus on learning.• Additional interventions has been implemented to support them academically which has been effective.• After-school clubs: These clubs give access for all children to enjoy sports and other interests, whilst allowing their parent/s to continue at work additional time. Again, therefore, supporting all children's SEMH needs.

