

Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Kingfisher Primary
Number of pupils in school	403+ FS1
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -27 (This year = 2025 – 26)
Date this statement was published	October 2025
Date on which it will be reviewed	Annually September 2026
Statement authorised by	A. Parsons
Pupil premium lead	A. Parsons
Governor / Trustee lead	R Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,133 (not including LAC)
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	£190,133

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 to their full potential in an environment that provides bespoke opportunities relevant to them within the community and context that they live in. This includes progress for every child every day.

We will consider the challenges faced by all pupils, including those that we have identified to be more vulnerable than their peers, this may include pupils who have a social worker and young carers.

Effective and creative teaching is central in our approach at Kingfisher, this relies on the skill and expertise of all adults working with children to use rigorous analysis of outcomes which identify areas requiring a focus and additional intervention. This approach has the greatest impact on progress and attainment for all pupil groups including those at a disadvantage. 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 strategy also acknowledges the impact of the recovery premium funding on the wider school plans for educational recovery in its targeted support of identified groups of pupils whose education has been impacted on as a result of the pandemic including disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to the challenges and individual needs identified through rigorous data analysis, teacher feedback linked to outcomes in books and assessments. The approaches we have adopted complement each other to help pupils excel. To ensure they are 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

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP children and non-PP children in reading and writing has not closed sufficiently. This is evident through assessments, pupil discussions and outcomes in books. Vocabulary, both in spoken and written outcomes, contributes to the disparity in outcomes throughout school. This is reflected in the low starting points for children in early years which is significantly below national.
2	Children's understanding and application of mathematical vocabulary impacts on their ability to deconstruct word problems and their ability to select the most efficient calculation when solving both word problems and mental calculations. This can clearly be seen both during practical reasoning lessons where children at times struggle to select efficient methods and to break the problem down into smaller steps.
3	External factors, including an increase in DV incidents, impact on children's social, emotional and mental health this has been evidenced through 1:1 conversation, Motional snapshots/assessments, the work of external professionals and staff conversations which have identified where pupils struggle to engage in day-to-day learning and the routine of school which at times has led to a number of pupils needing additional support around their emotional well-being.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than the non-disadvantaged pupils. Lower attendance and higher rates of persistent absenteeism for PP/disadvantaged children effects outcomes. Attendance for PP children increased from 92.2% in July 2024 to 92.6 in July 2025. PA for PP children (15.8%) remains above PA for non-PP children (13.8%).
5	An increasing number of parents are unsure how to effectively meet their child's needs this has been more evident throughout the last 2 years due to the increase in the cost of living and the additional strain it puts on families.

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 outcomes in reading and writing for PP children	Y6 outcomes 2024/25 Reading – all pupils 75/80%, PP 80/63%, non-PP 71/89% Writing – all pupils 71-79%, PP 70/58%, non-PP 71/89% Continue to improve teaching and learning across the school, leading to improved academic outcomes: To increase combined outcomes at the end of Y6. For all PP children to make at least expected progress in reading and writing. To close the gap between PP and non-PP children in all year groups.
Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.	A greater number of PP children to achieve the expected standard across school. Y6 outcomes 2024/25 Maths - all pupils 78/80%, PP 75/58%, non-PP 78/92% Increased maths outcomes and a reduction between PP and non-PP children across school.
To support children's social, emotional and mental health.	Children able to engage in day-to-day learning whilst receiving appropriate support.
Improved attendance to enable children to access learning.	Improved attendance rates for PP children to above July 2024 (92.7%) and reduced PA to below July 2024 (24.6%).
Parents confident in supporting their child's well-being and learning.	Increased confidence from families in supporting their children's well-being and learning.

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. Where allocated amounts are stated within the activity column, please note that these may be a contribution towards a wider cost.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,633 (51% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils T&L lead to attend Astrea Pedagogy training and to disseminate in school using Steplab. (£13K) To continue to ensure word reading and decoding of unfamiliar words is prioritised throughout school and to ensure all pupils access reading age-appropriate texts. (£7383) Continued teacher knowledge of pedagogy and practice in using the Kingfisher sequence for writing (Y2-6) with a focus on teacher assessment/moderation. (£18K) To monitor and evaluate the delivery and impact of dictation to support vulnerable writers including those with SEND. (£8K) Mentoring and coaching The continued implementation and monitoring of RWI by Astrea, RWI Development Lead and SLT. (£14K) Maths and literacy lead to attend network training sessions through Astrea and disseminate to all staff. (£5,250)	In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils – see Dfe report briefing for school leaders. There is a strong link between spoken language skills and learning. This link applies across many areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children's social and emotional development, with SLCN impacting long term on wellbeing and mental health. https://www.vjecommunicationtrust.org.uk/media/540327/tct-takingaboutgeneration-report-online.pdf The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group	1
Professional development on evidence-based approaches, for example feedback,		2

metacognition, reading comprehension, phonics or mastery learning Staff to understand and use the pedagogy around the understanding of mathematical language and retention of key declarative knowledge. (£8K) Staff to continue to enable children to apply their mathematical knowledge and to select efficient methods in arithmetic and reasoning problems. (£5k) EYFS to continue to focus on Maths approaches, both teacher-led and in provision, supported by Astrea Maths/EYFS lead. (£8k) Staff to refine the deconstruction of word problems and to develop the children's ability to select the most efficient calculation when solving both word problems and mental calculations with input/ support from Richard Webb (Astrea)/ Jamie Heathcote. (£10K)	In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development In the EEF Improving Mathematics in KS2 & 3 If pupils lack a well-rehearsed and readily available method to solve a problem, they need to draw on problem solving strategies to make sense of the unfamiliar situation. Teach them to use and compare different approaches. Show them how to interrogate and use their existing knowledge to solve problems.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,195K (24% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. (£35,195) Vice principal and T&L lead to lead intervention groups with Y6 pupils in maths and reading. (£10K)	To monitor and evaluate expected progress towards success criteria. In the EEF Attainment Gap report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.	1 & 2 (supporting 5)

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

Budgeted cost: £48,305 (25% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs Provide pastoral support tailored to children's individual needs. Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing. Access to the Trust behaviour lead around the implementation and monitoring of the Behaviour curriculum/policy. All staff to engage children in positive play to build positive relationships. Playground leaders to be introduced during positive play, pastoral lead to train and monitor (£22,485)	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress (see EEF)	3
Supporting attendance PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision. SLT weekly attendance meeting in school. (£7K)	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for disadvantaged children	4
Communicating with and supporting parents PSA liaison with families to provide support where needed. Families and pupils to be involved in curriculum activities/tasks across school linked to citizenship curriculum (£13,570)	In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools' engagement with parents and their performance (Sharples et al., 2011).	5
Extracurricular activities, including sports, outdoor activities, arts, culture and trips Support the funding of PP children to participate in after school clubs, residential visits etc (£5250)	School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events which were subsidised by school include: after school clubs/ breakfast club	3

Total budgeted cost: £190,133

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. Last year we received £179,080

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

To assist us in our self-evaluation process, the following analysis of pupil premium spending has been completed to inform and update our 3-year strategy.

Key Stage 2

Kingfisher

Reading, writing and maths

	% of cohort	Test		LA	
		Exp+	High	Exp+	Exp+
All pupils (56)	100%	77%	4%	62%	62%
Female (28)	50%	89%	7%	66%	66%
Male (28)	50%	64%	0%	59%	59%
PP (19)	34%	58%	0%	48%	47%
Not PP (37)	66%	86%	5%	70%	69%
EHCP (2)	4%	50%	0%	11%	10%
SEN support (6)	11%	33%	0%	29%	29%
No SEN (48)	86%	83%	4%	74%	74%
English (42)	75%	76%	5%	63%	62%
EAL (14)	25%	79%	0%	60%	64%
95-100% (34)	61%	88%	6%	71%	
90-95% (16)	29%	69%	0%	59%	
75-90% (6)	11%	33%	0%	40%	
50-75% (0)	0%			17%	
0-50% (0)	0%			0%	

- 77% of pupils achieved the expected standard in reading, writing and maths which was above both the LA and National outcomes
- 58% of the PP children achieved combined which was well above the LA and National outcomes (47%)
- Girls (89%) achieved better than boys (64%) which is in line with both LA (66%/59%) and National outcomes (59%/59%)

Early Years

Kingfisher

	% of cohort	GLD 2025	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2024	GLD 2023
All pupils (51)	100%	65%	39%	12.2	68%	68%	53%	51%
Female (31)	61%	61%	42%	12.0	74%	75%	68%	55%
Male (20)	39%	70%	35%	12.4	62%	62%	45%	44%
PP (12)	24%	67%	25%	11.6	54%	51%	35%	43%
Not PP (39)	76%	64%	44%	12.3	71%	72%	60%	52%
EHCP (2)	4%	0%	0%	3.0	0%	4%		
SEN support (2)	4%	0%	0%	5.5	25%	26%	33%	0%
No SEN (47)	92%	70%	43%	12.8	76%	77%	58%	58%
English (36)	71%	64%	44%	12.1	69%	70%	47%	63%
EAL (15)	29%	67%	27%	12.3	64%	65%	64%	21%

- The number of children achieving GLD is slightly below the LA and National figures by approximately 3% and is a 13% increase on 2024 outcomes (53%)

- The number of PP children achieving GLD is now above the LA and National figures by approximately 13%, this is an improvement on outcomes in 2024.
- Boys outperformed girls in 2025 which is contrary to previous years and to LA/National outcomes.

Quality First Teaching for All

Strategic Approach 1 Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

- To continue to ensure word reading and decoding of unfamiliar words is prioritised throughout school and to ensure all pupils access reading age-appropriate texts. Regular team teach/monitoring sessions with MM/TH. (£18K)
- Continued teacher knowledge of pedagogy and practice. Including pitch/challenge (planning, modelling and scaffolding, formative assessment and moderation/use of summative assessment MM/TH. (£7330k)
- To continue to use the Kingfisher sequence for writing from Y2 – 6 with a focus on the coverage of grammar. (£9K)
- To monitor and evaluate the delivery and impact of dictation to support vulnerable writers including those with SEND. (£8K)

Word reading has continued to be a priority this year, ensuring all pupils access books matched to their age and stage of reading development. This has not only been with individual pupil reading books, but the extracts used within sessions and through interventions. Whole school assessments of words per minute show excellent outcomes. Ensuring the texts increase with difficulty over time has strengthened the reliability of words per minute assessment as they now capture not only the speed of word reading but also the pupils' ability to sustain fluency when faced with increasingly complex vocabulary and contexts. As a result, teachers can more accurately identify pupils who require additional targeted support.

Supporting the Y2 teachers with the delivery of reading sessions, specifically fluency to those who have moved beyond their SSPP has been crucial in strengthening teacher knowledge of how to explicitly model and develop fluency, ensuing sessions go beyond simple decoding. The teaching of fluency developed well over the year for both class teachers and pupils within this year group made good progress within their words per minute assessments.

Teacher pedagogy has been strengthened this year with a specific focus on supporting the most vulnerable writers in school. The 5-Steps to Dictation has been a central strategy in supporting the bottom 20% of writing; ensuring that all pupils can access learning at their level whilst prioritising transcriptional development. The teaching of dictation is embedded across school and is a strength, particularly within KS1.

This year, staff have used summative assessments alongside words per minute and formative assessments to make more accurate judgements about pupils' reading abilities. Rather than being used in isolation, these assessments have been used to pinpoint domain specific weaknesses, adjust reading sequences and target interventions effectively. The assessment of reading across school is strong, with data showing an increasing picture with year 6 pupils achieving well at the end of KS2.

This year the focus of the Kingfisher Sequence for Writing was the development of the 'Skill' stage of the sequence. Specific focus was placed upon the coverage and application of grammar. CPD led by TH began the year where we established consistent approaches to the teaching of grammar, ensuring that all grammar within a sequence was purposeful and in the context of the piece of writing being built, allowing pupils to see how grammatical structures function with pieces of writing. New strategies are now embedded, supporting pupils to transfer learning from grammar sessions into final compositions, reinforcing the links between skill development and application. Additional grammar sessions are also in place across school, allowing staff to strengthen the pupils' retention of previously taught grammar features. The impact of these strategies is evident in outcomes at the end of KS2 where Y6 grammar attainment reached 75%, the strongest in recent years.

There will be a continued focus on the teaching of the reading and writing sequence across school. Additional funding will be allocated to support staff in the assessment of writing. Although, the teaching of reading is consistent across school. School will continue to implement changes made in line with The Reading Framework 2023.

Mentoring and coaching

- The continued implementation and monitoring of RWI. (£10K)
- Maths and literacy lead to attend network training sessions through Astrea and disseminate to all staff. (£5250)

Phonics

Kingfisher

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2024	Wa 2023	GLD 2024
All pupils (59)	100%	68%	29.6	80%	80%	72%	87%	53%
Female (24)	41%	79%	34.9	85%	84%	79%	89%	68%
Male (35)	59%	60%	26.0	76%	76%	64%	86%	45%
PP (20)	34%	45%	23.8	69%	67%	36%	83%	35%
Not PP (39)	66%	79%	32.6	84%	84%	81%	88%	60%
EHCP (1)	2%	0%	0.0	14%	21%		0%	
Support (5)	8%	20%	11.4	47%	52%	43%	100%	33%
No SEN (53)	90%	74%	31.9	88%	88%	76%	88%	58%
English (36)	61%	61%	27.0	80%	81%	78%	83%	47%
EAL (22)	37%	77%	33.4	79%	80%	61%	93%	64%
95–100% (35)	59%	77%	32.8	87%	-	77%	88%	
90–95% (13)	22%	62%	27.8	77%	-	68%	92%	
75–90% (9)	15%	56%	23.0	71%	-	33%	75%	
50–75% (0)	0%			41%	-	100%		
0–50% (2)	3%	0%	14.5	29%	-			

Within Phonics, 68% of pupils passed the Phonics Screening Check (12% below LA/National)

From this, 45% of PP pupils passed the phonics screening. Out of the 11 pupils who did not pass, 27% are EAL and 88% are SEND.

Year 2 – 68% passed the resit in Y2.

Additional funding will be allocated to the strategic leadership of phonics as we have seen a declining picture in this area.

Strategic Approach 2: Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

- Staff to understand and use the pedagogy around the understanding of mathematical language to support reasoning. (£8K)
- Staff to enable children to apply their mathematical knowledge and to select efficient methods in arithmetic and reasoning problems. (£5k)
- EYFS to continue to focus on Maths approaches, both teacher-led and in provision, supported by Astrea Maths/EYFS lead. (£8k)
- Staff to incorporate the deconstruction of word problems and to develop the children's ability to select the most efficient calculation when solving both word problems and mental calculations with input/ support from Richard Webb (Astrea)/ Jamie Heathcote. (£10K)

Staff have attended pedagogy training within school and trust wide. The implementation of the NCETM curriculum has further developed the children's understanding of mathematical language and the deepening of their understanding. Staff have also implemented the deconstruction of word problems, and this is reflected in outcomes across school. All classrooms display word wheels to support children's retention of key mathematical language and these are referred to regularly by staff and children.

The EYFS curriculum has been linked to the National Curriculum ensuring clear progression and continuity for staff and children.

J.Heathcote (maths consultant) has worked with new staff to support the use of the NCETM curriculum in Y1,2 & 4.

Maths

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (56)	100%	105	80%	23%	75%	74%
Female (28)	50%	105	89%	21%	75%	73%
Male (28)	50%	104	71%	25%	75%	75%
PP (19)	34%	100	58%	0%	63%	61%
Not PP (37)	66%	107	92%	35%	82%	80%
EHCP (2)	4%	108	50%	0%	20%	18%
SEN support (6)	11%	97	33%	17%	49%	47%
No SEN (48)	86%	106	88%	25%	85%	84%
English (42)	75%	104	79%	19%	75%	73%
EAL (14)	25%	106	86%	36%	73%	78%
95–100% (34)	61%	106	88%	26%	82%	
90–95% (16)	29%	105	81%	25%	72%	
75–90% (6)	11%	96	33%	0%	58%	
50–75% (0)	0%				22%	
0–50% (0)	0%				0%	

Pedagogy training was attended by both maths and literacy leads. The focus of these sessions was to support ongoing research by staff linked to curriculum development.

Strategic Approach 2: Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.

- Staff to understand and use the pedagogy around the use of mental methods to support reasoning. (£8K)
- Staff to enable children to apply their mathematical knowledge through problem solving and demonstrate this independently (£5k)
- EYFS focus on Math approaches, both teacher-led and provision, supported by Nicky Turner (Astrea) (£8k)
- Staff to incorporate consistent variation within the children's learning, in order to practice their thinking process and apply these to different question types with input/ support from Richard Webb (Astrea) (£10K)

Regular reasoning/problem solving lessons have continued throughout school in conjunction with sentence stems to support children in their understanding of how to tackle reasoning problems. In upper KS2, reasoning has taken place daily. In addition, staff have focussed on mental methods using the Ark maths assessments to identify gaps in learning and suitable interventions

The continued focus on mathematical language has been modelled by staff throughout lessons and reinforced with language word wheels both on learning walls and in individual pupil books

EYFS staff have attended CPD from the Trust Maths and EYFS leads to enhance their practice within EYFS. The EYFS curriculum has been linked to the National curriculum ensuring clear progression and continuity for children and staff.

J.Heathcote (maths consultant) has led two CPD sessions around the core concepts curriculum (NCETM) and this has been trialled in the summer term ready for full implement in September 2024.

Maths

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (61)	100%	106	77%	28%	72%	73%
Female (27)	44%	107	85%	37%	72%	72%
Male (34)	56%	104	71%	21%	72%	73%
PP (20)	33%	106	75%	35%	60%	59%
Not PP (41)	67%	106	78%	24%	79%	79%
EHCP (2)	3%	80	0%	0%	13%	17%
SEN support (7)	11%	99	43%	0%	38%	44%
No SEN (52)	85%	107	85%	33%	83%	83%
English (37)	61%	105	76%	22%	73%	72%
EAL (24)	39%	107	79%	38%	69%	77%
95–100% (38)	62%	107	84%	34%	80%	
90–95% (16)	26%	104	69%	19%	69%	
75–90% (7)	11%	103	57%	14%	47%	
50–75% (0)	0%				37%	
0–50% (0)	0%				0%	

Moving forward maths will remain a focus within the PP strategy, with a continued emphasis on pedagogical approaches, mental maths, MTC in Y4 and the retention of declarative knowledge around shape, measures etc.

As a school we have evaluated the impact of the PP strategy from 2024/25. As the gap between PP and non-PP is closing across school, particularly as the children move into KS2, we have made the decision to maintain a focus on mathematics, with an emphasis on the retention of declarative knowledge.

Targeted Support

Strategic Approach 3:

(Interventions to support language development, literacy, and numeracy)

- Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. £29,195
- Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£8K)

A range of quality interventions were undertaken by teachers and support staff across school. The impact for all interventions is carefully monitored on year group provision maps and intervention plans.

- Fast Track phonics tutoring Y1 (+6)
- First Class@maths – Y2 (+10 months), Y1 (+14 months)
- Reading fluency Y2 (+16/39 words), +26 (Y3), +16 (Y4), +17 (Y5)
- Arithmetic –Y46 (+12-16)
- Times tables – Y3 (+26), Y4 (+15)
- Y6 small group (problem solving) – Y6 average increase of +17 marks on 15:1 test, improved outcomes at end of KS2
- 1:1 reading – improved words/minute and enjoyment in reading Y4 (+7), (Y5+27)
- Y4 average score in multiplication test 21.5 this was an increase on 2024 scores, PP average score 19.6

Whilst we have noted improvements in provision for disadvantaged pupils through intervention, we acknowledge that there are still some gaps between PP and Non – PP outcomes. Moving forward targeted interventions within core subjects will remain a focus within the PP strategy.

All children took part in the Y6 intervention programme through small group reading comprehension sessions, 1:1 arithmetic input and maths breakfast club. The intervention sessions supported children's learning and developed their ability to access the curriculum with confidence.

Quality interventions will continue in 2025/26 as these have shown to have an impact on closing the gap for groups of children across school.

Other Approaches

Strategic Approach 4: Supporting pupils' social, emotional and behavioural needs

- Provide pastoral support tailored to children's individual needs.
 - Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing.
 - Access to the Trust behaviour lead around Thrive assessments and interventions
 - All staff to engage children in positive play to build positive relationships. Playground leaders to be introduced during positive play, pastoral lead to train and monitor (£22,485K)
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- Inclusion team staff have supported a number of key children in both KS1 and KS2 in order to ensure their social and emotional needs are met and subsequently enable them to access learning and make at least expected progress. Motional assessments showed 85% of pupils made progress (including 1 pupil who stabilized following a period of unsettlement).
 - Continued involvement of staff through positive play has resulted in a minimal number of incidents at break/ lunchtime as evidenced through Bromcom and CPOMS.
 - Given the increased demands on social, emotional and mental health school will continue to use internal inclusion staff members as well as external professionals to support children's well-being. Five children also accessed the Astrea therapeutic services.
 - Continued support for pupils' social and emotional well-being will as continue through the PD curriculum.

Supporting the social and emotional needs of children at Kingfisher is a continued need and will continue to be a focus in the PP strategy in 2025/26.

Strategic Approach 5: To increase attendance, improve punctuality and reduce persistent absence for PP children.

- PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision.
- SLT weekly attendance meeting in school. (£7K)

Attendance for all children in July 2025 was 94.9% (an increase of 0.9% from 2024) compared to National at 94.8%. Attendance for PP children was 92.6% slightly better than PP children nationally at 92.2% and an increase on July 2024

PA was 13.8% compared to 15.8% in July 2024 however this is still higher than National at 12.6%

PA has been impacted by family holidays in term time (6 PP children), significant medical issues for a small number of children (3) and exceptional family circumstances (4 children).

Funding supported individuals/families to attend after school clubs and breakfast club where necessary and supported the Y6 residential. All children in Y6 were provided with a leaver's sweatshirt, DVD and memory book funded by school.

There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

Following a review of our approach, we intend to continue with the strategic approach for attendance as this is beginning to have an impact on attendance figures and a reduction in PA over time.

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
Read Write Inc.	Ruth Miskin
Get Writing	Ruth Miskin
First class@number	Every child counts

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 pupils?	n/a
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 feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • utilising our inclusion team to support the well-being of both children and families. • 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 activity undertaken in previous years and the impact it had on pupils and families. We triangulated evidence from multiple sources of data including assessments, 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 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 used the [EEF's implementation guidance](#) to help us develop our strategy and, will continue to use it through the implementation of activities.

The strategy will be evaluated at regular intervals adjusted accordingly over time to secure better outcomes for pupils.