

Pupil premium strategy statement

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 |
|---|--|
| School name | Kingstone and Thruxtion Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 44 (22%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2026-2029 |
| Date this statement was published | 19/12/2025 |
| Date on which it will be reviewed | Termly, with full review in September 2028 |
| Statement authorised by | Amy Preece |
| Pupil premium lead | Joseph Bull |
| Governor / Trustee lead | James Wright |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £66,660 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £66,660 |

Part A: Pupil premium strategy plan

Statement of intent

We recognise that every child's journey is different, and are committed to ensuring that no child is left behind as a result of their background, circumstances or need. Our use of Pupil Premium ensures that any barriers are identified and removed, in order that every child has access to high quality education, including those children already identified as high achievers.

The role of the Pastoral Lead is fundamental to meeting individual needs, and we see this as a meaningful investment as part of our Pupil Premium provision. In order to ensure our strategy is successful, we will:

- Prioritise early intervention, training and supporting staff to recognise where there is a need for action.

- Work closely with all members of the family to provide an all-encompassing approach to pastoral support.
- Using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy ([The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)), we will rigorously monitor the impact of our interventions and support programmes, adapting them quickly to ensure they are effectively meeting the needs of the individual.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 33% of pupils do not demonstrate 'school ready' language and communication skills on entry. |
| 2 | Due to the cost of living increases, more families now fall into the disadvantaged bracket and just above. |
| 3 | To continue to strive towards more consistency with levels of engagement from parents and carers outside of the school environment; to ensure a more positive impact on attainment, behaviour and progress. |
| 4 | Our attendance data over the last year indicates that attendance among most of our disadvantaged pupils has been below 96%, generally a lower percentage than for non-disadvantaged pupils. |
| 5 | A lack of opportunity and experiences beyond school, results in limited cultural capital for all pupils. Pupils' wider experiences from their home life have become increasingly limited for some children. The school's demographic of mostly white British limits their understanding of key themes i.e. culture and diversity. |
| 6 | We have seen an increase in the number of children affected by mental health issues. |

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 |
|--|--|
| Reduce the gap between disadvantaged and non-disadvantaged children in EYFS. | At least 80% of all pupils in EYFS will achieve the Communication and Language and Speaking ELGs. By the end of 2028, at least 80% of all pupils in EYFS will achieve GLD. |
| Improved whole-school oral language skills and | Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated |

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| vocabulary among disadvantaged pupils. | <p>with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and intervention logs.</p> <p>A range of oracy interventions taking place for disadvantaged children including:</p> <ul style="list-style-type: none"> • Talk activities. • Pre-tutoring of curriculum focused vocabulary. • Time to talk embedded into lesson inputs- supported by sentence stems and discussion guidelines to scaffold the children's learning. • NELI (Nuffield Early Language Intervention) to be introduced in Autumn term to support speech and language within the Early Years – children entering Reception with low speech and language skills to carry out a 20 week period with an assessment at the end to progress children have made. • Staff accessing National College training, with some specific training based on speech and language and use of effective vocabulary. |
| Additional learning experiences are accessible to all children, including our most disadvantaged children. | <p>All families are given plenty of notice and time to afford to pay for any additional experiences. Where this is a barrier for parents, support is put in place. No child shall miss out on enriching activities/ experiences due to financial barriers. Parents are signposted to the local Educational Church Charity Trust to support them with any educational activities that they need financial support with.</p> |
| Increased level of engagement from parents and carers at home resulting in improved outcomes for all pupils, particularly our disadvantaged. We will monitor parent's engagement with reading more closely. | <p>Parents feel equipped to support their child(ren)'s learning out of school and have a greater impact.</p> <p>Parent Phonics Evenings take place for parents of new Reception starters, and for Year 1 and Year 2. Both events have good parent attendance.</p> <p>Improved and sustained levels of wellbeing by 2027/28 will be demonstrated by a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with at home- this will be monitored using our new reading engagement system- Boom Reader. • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils. |
| Improved attendance for all pupils, particularly our disadvantaged pupils, who will achieve 96% attendance. | <p>Records to continue to show that interventions are positively impacting on the children's attendance rates. There will be a decrease in the number of persistently absent children, particularly disadvantaged children. Attendance will continue to rise, with all disadvantaged children targeted to achieve 96% and above.</p> |
| There will be an enhanced range of experiences on offer | <p>Children will continue to be more familiar with links to other schools and experiences which are different from their own,</p> |

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| <p>for disadvantaged pupils beyond the school environment, including educational visits and visitors/tutors into school. Increase school offer in terms of a broader curriculum. For all disadvantaged pupils to have experience and understanding of the world both within and outside the area that they live.</p> | <p>based on their locality, will become the norm as seen embedded in the curriculum. This will continue to take the form of WOW days and Opening Minds events. Activities designed to provide greater exposure to the wider world, in place through high quality texts across all areas of the curriculum. Enrichment opportunities provide a deeper understanding of life in modern day Britain. No child shall miss out on any experience as a result of financial barriers. Curriculum for life focused on key life skills and practical experiences designed and delivered to enrich the school and community experience of several disadvantaged pupils.</p> |
| <p>Investment in the Pastoral Lead, Thrive, ELSA and WEST Practitioner roles to support the mental well-being of our children.</p> | <p>Pastoral and classroom staff liaise well to ensure that all children in need of mental health support and guidance receive Pastoral support. Referral records, classroom observation, SDQs and 'big picture knowledge' of individuals all join together to form wraparound support. Records of interventions track progress and support any additional support or agency involvement that may be required.</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: £20,080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>The appropriate CPD will continue to be sourced, resourced and delivered: NELI, ELSA, Thrive and speech and language interventions.</p> | <p>EYFS data trends in school show that where PPG has been targeted at speech and language interventions in EYFS, children have achieved the ELG related to language and communication.</p> | 1, 4 |
| <p>Reading CPD- Boom Reader and Accelerated Reader. Class Teachers, support staff and parents to receive training on our new reading recording system- Boom Reader. Class Teachers, support staff and parents to receive training on our new reading comprehension and assessment system – Accelerated Reader.</p> | <p>Boom Reader removes the need for paper copies of reading records and allows parents and teachers to better track their children's reading activity. Reading records can be analysed and staff can use reminders to ensure children are listened to in a timely way. https://go-read.co.uk/</p> <p>Boom Reader has been used in classes for several years and has helped our children become more engaged readers and read more often with an adult at home. Parents reported that the system was easy to use, and noted that the interactive reward incentives helped their children to become more focused on reading at home.</p> | 1, 3 |

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| | <p>Following this research, we are rolling out Boom Reader across the school to ensure a cohesive and consistent approach to the recording of home reading.</p> <p>Accelerated Reader is being trialled in KS2 as a tool to improve discussion and comprehension around texts that the students have read in an effort to bridge the gap between reading and understanding.</p> | |
| Mental Health Lead Training for Pastoral Lead. | <p>DfE guidance for Senior Mental Health Lead training states that research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approaches-to-mental-health-and-wellbeing</p> | 2, 3, 4, 6 |

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

Budgeted cost: £38,980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------|--|-------------------------------|
| Enjoy and Achieve intervention. | <p>Case studies in school indicate a strong improvement of the children and parents' well-being.</p> <p>The children taking part in small group interventions communicated a feeling of importance, value and are driven to attend more regularly. This is supported by the DfE guidance: Improving School Attendance (https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities). This encourages schools to develop schools' roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school.</p> <p>Our school Pastoral Lead works closely with our disadvantaged families to monitor attendance and well-being of both our children and their parents. The EEF Toolkit promotes strategies such as these, and states that they can improve progress by +4 months (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)</p> | 3, 4 |
| Additional IDL intervention | It has been found that numerous studies around its impact on literacy and numeracy progress indicated a | 1 |

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| provision for disadvantaged pupils across the school. | positive effectiveness of the IDL programme (Research and Evidence Archive - ME Site), showing that it is a proven solution for increasing reading and spelling ages of pupils with dyslexia and other learning difficulties. We found that all children that were targeted with these interventions in school made accelerated progress. Due to our positive findings in school, more children from disadvantaged backgrounds have benefited from IDL intervention, with more individuals being created accounts for this speaking-computer based multi-sensory system. Children are closely monitored to see if the IDL intervention would be beneficial and initial IDL assessments carried out. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral Lead to deliver 1:1 behaviour interventions for all pupils that require support. | An individual case study from a KS2 child last year showed improved attainment due to behaviour intervention with the Pastoral Lead. The Class Teacher reported fewer instances of low-level disruption and less challenging behaviour shown by the individual. Significant improvement of parental engagement was also reported. The EEF Toolkit indicates that +4months progress can be made with 1:1 behaviour intervention. Further research and strategies can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 3, 6 |
| Interventions to promote aspirations that focus on: parents and families; quality first teaching and extra-curricular activities. These will sometimes involve peers or mentors. | The EEF Toolkit says: The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mind-sets interventions.) These aspiration interventions look more closely at what our children hope to achieve for themselves in the future, discussing future careers, university and further education. Pupils require a good education and outcomes to be able to achieve these aspirations, in turn, motivating our pupils to focus on their attainment. Interventions last year found that activities to support pupils to develop self-esteem, motivation for learning or self-efficacy are more effective in our setting and motivated our children to achieve highly in school these | 3,4,5,6 |

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| | <p>individuals demonstrated a more settled attitude to learning.</p> <p>Further evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Behaviour strategy raises the aspirations of our children, allowing them to have a greater ownership over their behaviour. We closely follow the research by Paul Dix- 'When The Adults Change, Everything Changes: Seismic Shifts In School Behaviour': https://www.crownhouse.co.uk/assets/look-inside/9781781352731a.pdf</p> | |
| <p>Opening Minds Weeks and WOW events to provide enriched experiences beyond our children's cultural exposure, especially that of our disadvantaged children.</p> | <p>This year will be the ninth successful year of running Opening Minds Weeks for our children. Positive recall of events taken place can be heard during Pupil Voice feedback sessions. Our most recent Opening Minds Week (50 Things to do Before Leaving Primary School) enhanced our children's cultural capital and had a long-lasting impact. Our children have reported these experiences as positive, cultural memories and can recall the orchestra visit, junk drumming and other musical workshop experiences. These provided our children with enriching activities that they would not usually experience, especially our children from more disadvantaged backgrounds.</p> | <p>2, 3, 4, 5</p> |
| <p>Pastoral Lead to maintain attendance mentoring as a specific part of the role; attendance interventions in place for children and families.</p> <p>Attendance tracking to highlight families getting closer to low attendance percentages (below 96%) to be contacted in advance.</p> | <p>Our Pastoral Lead has worked closely with a few case study families which has demonstrated a continued significant improvement on individual's attendance and improved well-being of both the children and parents. Disadvantaged families with children at risk of entering low attendance percentages were contacted in advance and attendance plans put into place. In result, there was a positive correlation between parental engagement and pupil attendance.</p> <p>This is supported by the DfE's guidance: Improving School Attendance encourages schools to develop schools' roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school.</p> <p>Further evidence: https://d2tic4wv01iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> | <p>3, 4, 6</p> |

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| Support from Pastoral Lead to integrate WEST (Wellbeing and Emotional Support Team) practitioner. | The NHS Long Term Plan (published January 2019) built on the Green Paper, announcing that by 2023/24, an extra 345,000 children and young people aged 0–25 will receive mental health support. WEST will work with each setting to understand the particular characteristics and needs of their students, to establish clear expectations and ways of working that fit with the setting and the local area and ensure they become an embedded part of the overall mental health support team. Recognising the respective expertise of education and mental health professionals in addressing the needs of children and young people will support this process of integration. | 6 |
| Curriculum for life group integrated into enrichment provision. | Curriculum for life focused on key life skills and practical experiences designed and delivered to enrich the school and community experience of several disadvantaged pupils. | 5 |

Total budgeted cost: £66,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium strategy outcomes

This section evaluates the impact of pupil premium funding on disadvantaged pupils during the 2024–2025 academic year, in relation to the identified challenges and intended outcomes outlined in the strategy.

Funding continued to be directed towards reducing the gap between disadvantaged and non-disadvantaged pupils, particularly in the Early Years where a significant proportion of pupils enter school with low language and communication skills. Targeted interventions, including structured speech and language support, contributed to improved outcomes for disadvantaged pupils in Reception. End-of-year data indicates that 50% of pupils eligible for pupil premium achieved a Good Level of Development, compared with 66% of non-pupil premium pupils. While a gap remains, this represents positive progress and demonstrates the impact of early intervention strategies.

A strong focus was placed on improving oral language, vocabulary development and oracy across the school. Staff CPD supported consistent classroom practice, including the use of structured talk opportunities, sentence stems and visual prompts. Teachers reported

increased confidence among disadvantaged pupils in contributing to class discussions, supported by ongoing assessment and observation. These approaches benefitted all pupils, while providing particular support for those with lower starting points.

Improving parental engagement remained a key priority. Throughout the year, families were invited to a wide range of school-based events, including phonics workshops, wellbeing events, class showcases and curriculum celebrations. Attendance at these events was positive, and staff maintained regular communication with families to support engagement with learning at home. Class teachers recorded contact with parents to ensure that disadvantaged families were well supported and informed. As a result, parents reported feeling more confident in supporting their children's learning outside of school.

Engagement with reading was closely monitored using the Boom Reader system. This provided clear and accessible data on home reading habits, enabling staff to identify pupils requiring additional support. Where reading engagement was low, timely contact was made with families and targeted support was put in place. Disadvantaged pupils in Key Stage 2 also benefited from additional reading opportunities, including book clubs and access to high-quality texts. Feedback from pupils and parents indicated increased enjoyment of reading and improved confidence.

Attendance remained a priority area. In 2023–24, the attendance rate for pupils eligible for pupil premium was 90.6%, representing an improvement on the previous academic year. The percentage of persistently absent disadvantaged pupils also reduced compared with earlier years, indicating that targeted attendance interventions and pastoral support were having a positive impact. Although attendance for disadvantaged pupils remains below the national expectation, the improvements seen demonstrate that strategies such as attendance mentoring, early identification and family support are effective and will continue to be developed.

Significant investment in pastoral provision had a positive impact on pupil wellbeing and readiness to learn. The Pastoral Lead, ELSA provision and the introduction of the WEST Practitioner supported pupils experiencing emotional and mental health difficulties. Screening tools, observations and ongoing dialogue with families enabled early identification of need. Pupils receiving support demonstrated improved emotional regulation, confidence and engagement in learning. Parental feedback was consistently positive, with families valuing both in-school support and guidance towards external services where appropriate. Enrichment opportunities continued to play a key role in developing pupils' cultural capital. Disadvantaged pupils were supported to access educational visits, residential experiences and curriculum enhancement activities, ensuring that no child was excluded due to financial barriers. Events such as Opening Minds Weeks, WOW days and wider curriculum experiences broadened pupils' understanding of the world and contributed to positive pupil voice feedback. These experiences were reported by pupils as memorable and meaningful, supporting engagement and aspiration.

Overall, the pupil premium strategy for 2024–25 had a positive impact across academic, pastoral and wider curriculum areas. While challenges remain, particularly in relation to attendance and closing attainment gaps, the evidence demonstrates that targeted interventions, strong pastoral provision and consistent engagement with families are supporting improved outcomes for disadvantaged pupils. The successes and lessons learned from this review will inform the next phase of the strategy, ensuring continued refinement and impact.

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 |
|-----------|----------|
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

- Access to WEST worker.
- Access to additional pastoral support such as scrapbooks and writing letters.

The impact of that spending on service pupil premium eligible pupils

Children reported feeling more confident and expressed a higher self esteem as a result of the provision put in place