



Pupil Premium review (April 2025)

Statement of intent

Actively remove all barriers to learning and development, enabling all children to be their best selves.

We aim to ensure that all children have the opportunity to develop into their best selves and we acknowledge that for some children this can involve removing additional barriers.

We see all the children at Kingsfleet as individuals and therefore a range of approaches are used to support their specific needs. These needs are assessed using academic, social and emotional information, gained through observation, interaction, formal and informal academic testing.

At Kingsfleet we believe that quality first teaching and good wellbeing are essential keys to successful learning and these priorities are the main strands running through the School Development Plan and Pupil Premium Strategy Plan.

The School Development Plan and Pupil Premium Strategy Plan are live documents that focus on key priorities and improvements; as such, they are regularly reviewed to ensure that a sharp focus remains on achieving positive outcomes for all children.

Challenges

Children in receipt of Pupil Premium funding often face a range of barriers to attainment. These barriers can be complex and multifaceted, reflecting socio-economic disadvantage, family circumstances, and other contextual factors. Some of the key challenges to achievement that we have identified among our disadvantaged pupils are detailed in the table below.

Challenge number	Detail of challenge
1	Learning gaps and cognitive delays Limited early education – some families have not had access to quality early years education, which can result in gaps in foundation skills, including literacy and numeracy. This has also resulted in limited vocabulary and speech and language difficulties. This challenge extends beyond those with financial challenges and includes those impacted by the Covid lockdown measures in their early development.
2	Access to enrichment activities Limited access to after-school clubs, sports, music or other enrichment opportunities that can enhance cognitive and social development, as well as build skills relevant to their academic success.
3	Cultural Capital: Limited exposure to the arts. Limited geographical area. Limited knowledge and understanding of the world.



Teaching

Budgeted cost: £16927

Activity	Review Notes	Challenge number(s) addressed
A sharp focus on Quality First Teaching across the school supported by informed staff training as appropriate.	National College training accessed and available in addition to ongoing curriculum development meetings.	1, 3
Standardised tests (NFER) Regular identification of pupil strengths and areas for improvement enhances teacher assessment and supports planning as well as the identification of targeted intervention for pupils.	These are used across the school at the end of each term. Currently not used by Year 1 as other assessment materials used. NST maths assessment materials have been trialled in Year 5 by the maths lead as research suggested that they aligned themselves with the White Rose maths delivery of content. This would therefore provide a review of attainment and progress based more closely on the areas of learning covered. Following the analysis the school will make an informed decision on which assessment materials to use.	1
Embed Maths and English basic skills, through, but not limited to, basic skills practice, arithmetic Apps and Timetables Rockstars Continue to review and evaluate the impact of White Rose Maths Continue to review and evaluate the impact of Pathways To Write. Links on class Startme pages to enable children to access activities at home.	Timetables Rockstars is available via the class StartMe pages. Children will access TTR during learning time. TTR lunchtime club runs twice a week for any children to attend. Pathways to Write evaluated by Standards and Excellence Officer (in rolling record). Positive impact evidenced across the school – adult and pupil voice gathered and work scrutiny.	1
Introduce and develop the use of google classrooms across Key Stage 2. Teacher training use the teaching tools available on google classrooms and other applications.	Chromebooks purchased and being used in Year 6. The Computing lead is trialling the Chromebooks and finding solutions to any problems encountered ready for whole school roll out which will begin in September.	1, 3



Continue to use Accelerated reader and promote home access through links on the children class links/ pupil dashboard. Continue to review and update training for staff to ensure effective use of new features on Accelerated Reader.	Ongoing. Action for Summer term: review training available and plan sessions for the autumn term.	1, 2
School Library development – reorganise the Library to make non-fiction books more accessible. Establish and maintain a link with the local Library through trip to the local Library and visits from a Librarian. Use the National Literacy Trust literacy events calendar to plan events throughout the year. Train pupil librarians. Explore the use of e-readers and audio books to capture skills such as critical listening, oracy	Reorganisation of Library is planned for	1, 2, 3
Review Phonics planning/delivery to ensure accelerated progress in EYFS and Year 1 and that continued provision is available across the school through the Literacy curriculum and where there is an identified need.	Effectiveness of the phonics planning and delivery happens annually to ensure maximum impact is achieved across the school. Positive progress evidenced in EYFS and Year 1 data.	1
Authors in school – use Authorify to bring clips of Authors into the classroom. Videos of Authors reading their books in Assembly where appropriate and creating links of class pages so that they can be accessed from home. Links to Authors of books used in Pathways to Write.	Authorify used. Books purchased to compliment the books that are used as the main texts in Pathways to Write. Action for summer term: check what other texts are available to support the Pathways to Write units – looking to expand exposure to a range of Authors and text types.	1, 2, 3
Develop oracy and embed Voice 21 oracy strategies across the school.	Ongoing	1



Suffolk Schools' Reading Pledge. Complete an annual review of school reading provision. Create a dedicated area of the school website – containing a bank or resources for parents/carers. Use National Literacy Trust resources to promote parental engagement. Relaunch the book swap trolley for children to swap books at the end of the day. Invest in fiction books across the school, to refresh classroom stock– Norfolk Children's Book Centre. Investment into higher level texts at KS1 to ensure there is appropriate stretch and challenge for all pupils.	National Literacy Association audit to be completed by end of May – this is a repeat the autumn term audit so that progress can be measured. Action for summer term: complete NLT audit tool. Book trolley available at lunchtimes for children to choose a book and read. Books are short stories accessible for all ages. Includes comics and graphic novels. Books purchased (Big Cat). Ongoing to ensure range of reading material available.	1, 2,3
Frequent low-stakes testing to ensure all children and in particular disadvantaged and vulnerable children, experience success and celebrate the acquisition of knowledge.	Ongoing	1
Incorporate a variety of materials and artefacts that represent the different cultures and languages in the school community, including artefacts and photographs from around the World. Curiosity Cabinet.	Part of quality first teaching provision. Resources purchased to support and enhance the curriculum in all areas. Action for summer term: Develop Curiosity cabinet/corner.	3
Plan an exhibition about the local area, either in school or in an accessible public building, to celebrate children's art, stories, poems or other, creative work.	Visits to Beach, local park and recreation ground.	3
Plan off-site visits and activities using resources in the local environment and beyond to provide real and meaningful opportunities to deepen learning, and increase understanding of the cultural richness of the area in which children and families live.	Action: explore visits to Library and Languard	3
Establish a link with the local heritage officer.		3

Kingsfleet Primary School



Activity	Review Notes	Challenge number(s) addressed
Intervention Programmes matched to individual needs.	Intervention strategies are tailored to meet the needs of individuals based on teacher knowledge and assessment. Each class has a Class Provision map, detailing support available. Children with an Education Health Care Plan have an individual provision map. Interventions and support are evaluated and discussed at termly pupil progress meetings.	1
Speech and Language Support – train additional staff in Elklan to provided increased capacity for 1:1 or small group speech and language therapy sessions.	Trained staff in place and delivering support, additional trained staff still required.	1
Access funding opportunities for holiday activities signposted by Suffolk County Council.	Holiday Activity Fund (HAF) accessed for families as appropriate. HAF activities promoted to families that qualify.	3
Signpost families to the holiday activity programme provided by Level 2 (Year 6 only).		3
Provide opportunities for children to eat breakfast before school – encourage attendance at Breakfast Club or make discrete provision for children to have breakfast when they arrive at school.	Ongoing.	2
Support parents to claim the benefits they are entitled to by signposting to agencies and other forms of support (Early Help offer).	Ongoing. One Early Help form submitted in Spring term – this was successful and additional support is being discussed for the family.	2
Ensure that parents are aware of the financial support available to them through school to buy school uniform and to support out of school activity fees. Links to local charities that provided financial support/guidance	Pupil Premium letter reminders. Information to new starters. Action: Reminder to all families about support that might be available to them.	2
Collaborate with professionals as appropriate to create targeted support – including home learning packs for children with specific learning needs including EHCP. Ensure that vulnerable learners not in school receive appropriate support, including access to electronic device etc.	Available if required.	1,2



Wider strategies

Budgeted cost: £5887

Activity	Review Notes	Challenge number(s) addressed
Continue to develop terminology, which children can use to communicate their feelings and emotions. The notion of an invisible bucket which can be filled or dipped into provides a visual representation of positive and negative social interactions. It helps them to understand their role and their choices and how these can impact on their mood/feelings.	Ongoing.	1
Mental Health First Aiders. Maintain certification of current Mental Health First Aiders and train additional MHFA to increase school capacity to support staff.	Two trained Mental Health First Aiders.	1
Expanding the books available to children to support their understanding of emotions. Parents can also borrow these. Specific shelves in the Library. Positive messages/displays in the school environment.	Support links on staff electronic noticeboard, which is accessible both at school and at home. New shelves in Library – focus on wellbeing and understanding emotions.	1, 2, 3
Calming boxes available in each classroom. Well-being page on the school website containing a range of resources.	Resource bank of fidget toys available	1
Continue to develop the use of the outside space to enhance curriculum learning and provide a calm space. Review the school Behaviour policy to ensure it reflects the approach in place to support good behaviour choices.	Ongoing. Buddy bench No ball games field area Grounds used by staff across all curriculum areas - link to outdoor education + evidence in planning.	1, 2
Continue with the Book Swap trolley as a way of making books available to all families at no cost.	Action: Book swap box at events + once a week after school on playground ParentMails sent out re Summer Dresses. Rail available during transition days for EYFS Action: Uniform shop at events	2
Promote the uniform recycling rail.		2
Encourage families to apply for free school meals – ensure the information is accessible to all families by using electronic and paper based communication. Consider home language of families		2
Explore making school photographs more affordable. (Send a questionnaire to seek the views of parents/carers)		2
		2

