

Kingsfleet Primary School

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

The strategy will be monitored and reviewed termly to ensure actions remain appropriate and are achieving the positive outcomes.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	18.33
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Governing Body
Pupil premium lead	K Beattie
Governor / Trustee lead	G Bosley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,460
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	£63,460



Part A: Pupil premium strategy plan

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.



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
Increased attainment and progress of all Pupil Premium children. Specifically, in the following areas; - Improved oral language skills and vocabulary among disadvantaged pupils - Improved reading attainment among disadvantaged pupils	Accurate formative assessment is used to adapt teaching to meet the learning needs of the children on an individual, group and class level. Pupil provision maps in place – including appropriate early intervention strategies. Early identification of additional needs and a robust process in place for identifying SEND and meeting the needs of all children. Adequate resources to support children with additional needs. To include resources to support at home if appropriate. Pupil progress is in line with or exceeding their starting points in EYFS or KS1.
An inclusive and supportive environment Pupil Premium children have equal access to high-quality enrichment activities that foster creativity, build confidence and support the holistic development of all children, enabling them to thrive both inside and outside the classroom.	The school provides free or subsidised access to activities during the school holidays that focus on enrichment, including creative, sporting, or academic activities. A range of clubs available at Lunchtime such as art, music, drama, coding, or sports. There is a whole school timetable of workshops and guest speakers from various fields —such as artists, athletes, scientists, or community leaders, providing inspiration and opportunities for enrichment outside the standard curriculum. Online course and enrichment platforms are available to all children outside school hours that provide courses or activities in subjects such as coding, languages, arts, or music.
Cultural enrichment. Increased breadth of knowledge, understanding, appreciation and respect of the world.	A rich and varied curriculum that builds on children's experiences and cultures. Subsidised or free trips to museums, theatres, galleries, and cultural events. Providing enriching experiences that children might not otherwise have access to. Virtual enrichment opportunities are available for those who cannot attend trips or events in person. School offers virtual tours, online workshops, or live-streamed cultural performances, providing a cost-effective way to bring enrichment activities to all children.



Activity in this academic year (2024 to 2025)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
A sharp focus on Quality First Teaching across the school supported by informed staff training as appropriate.	The best available evidence from EFF indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	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. As noted by the	Education Endowment Foundation state that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through high quality teaching and targeted intervention.	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.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	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.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital <i>Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling.</i>	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.	EEF research shows an impact of 3+ months. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	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	There is a wide body of research to make the case for school libraries. Two of the most pertinent recent studies are the 2017 National Literacy Trust report, a 'literature review of current provision and evidence of impact', and the 2013 'Impact of school libraries on learning', from the Scottish Library and Information Council. Both stress the positive impact that school reading rooms can have on everything from attitude and motivation to academic exam results. https://cdn.literacytrust.org.uk/media/document/s/2017_06_30_free_research_-_school_library_review_XxR5qcv.pdf	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.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	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.	A report from the National Literacy Trust found that pupils who had an author visit this academic year: Were twice as likely to read above the expected level for their age (31% vs 17%) Were more likely to enjoy reading (68% vs 47%) and writing (44% vs 32%) Were more likely to be highly confident in their reading (37% vs 25%) and writing (22% vs 17%) https://literacytrust.org.uk/news/our-new-report-finds-that-author-visits-to-schools-boost-children-and-young-peoples-literacy/	1, 2, 3
Develop oracy and embed Voice 21 oracy strategies across the school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	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	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	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.	There is substantial evidence that concludes that regular testing, such as low stakes testing, improves performance due to the active retrieval that takes place during a test. Research carried out by Roediger, Putman and Smith (2011), outlines the benefits of such testing. https://researchschool.org.uk/kingsbridge/news/assessment-as-learning-the-case-for-calling-low-stakes-tests-retrieval-practice	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.	Studies have shown that having diverse classrooms help develop tolerance and a greater sense of security when in environments with other foreign cultures present. It also helps students learn about other languages and cultures, encouraging them to be interculturally sensitive.	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.	Previous projects in school have evidenced the positive impact on pupils engagement, and recall of facts/information. Such projects have been shown to build a self of belonging and a sense of community. https://educationendowmentfoundation.org.uk/news/learning-about-culture	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.		3
Establish a link with the local heritage officer.		3



Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Programmes matched to individual needs.	Previous experience – intervention strategies at Kingsfleet are tailored to meet the needs of individuals based on teacher knowledge and assessment. Therefore, no specific strategies have been named Closing the Gap folders is used to track and review progress.	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.	As noted by the EEF teaching and learning toolkit, evidence consistently shows positive benefits and accelerated progress for all children who engage in language and communication approaches. Evidence also suggests a slightly increased impact for children from disadvantaged backgrounds.	1
Access funding opportunities for holiday activities signposted by Suffolk County Council.	https://educationendowmentfoundation.org.uk/new/s/learning-about-culture	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.	The provision of a breakfast club led to an improvement in Key Stage 1 (KS1) outcomes of around two months' progress, roughly equal to the effect of providing universal free school meals in two pilot areas in 2011 (Brown et al., 2012) that led to the roll-out of that programme in infant school. For KS2 assessments in reading and maths the impact was positive but slightly smaller, and may have been due to chance, so that it is not possible to say with confidence that it was due to the intervention. However, on measures of writing and English, KS2 students in breakfast club schools experienced the equivalent of around two months'. https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf	2
Support parents to claim the benefits they are entitled to by signposting to agencies and other forms of support (Early Help offer).	Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020) https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention	2

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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	Removing the barrier of finance to access opportunities.	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.	https://www.nfer.ac.uk/media/2001/mad01.pdf	1,2



Activity	Evidence that supports this approach	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.	The EEF evidences 4+month impact https://educationendowmentfoundation.org.uk/ Social and Emotional Learning	1
Mental Health First Aiders. Maintain certification of current Mental Health First Aiders and train additional MHFA to increase school capacity to support staff.	Kingsfleet has been committed to the wellbeing of children and staff for many years. The activities listed have be shown to have a positive impact on wellbeing and engagement with school and learning. The activities undertaken to promote and support wellbeing evidence its importance as a key factor in successful learning. IOA research evidences to support the impact of the SWERL project of improved outcomes for wellbeing and attainment and progress across the curriculum.	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.		1, 2, 3
Calming boxes available in each classroom. Well-being page on the school website containing a range of resources.		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.		1, 2
Continue with the Book Swap trolley as a way of making books available to all families at no cost.	Removing the barrier of finance to access opportunities.	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