

Kells Lane Primary School Pupil Premium Statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	421 + 32 Nursery
Proportion (%) of pupil premium eligible pupils	44 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rachel Swinbank
Pupil premium lead	Michelle Wilson
Governor / Trustee lead	Jill Donabie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60,680

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils make good progress and achieve high attainment across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim for all of our disadvantaged children to reach at least national expectations in all areas.

Through high quality teaching, targeted interventions, and bespoke social and emotional support for children and their families, pupils engage fully in their learning and achieve well. Through our curriculum, pupils have the opportunity to widen their knowledge and understanding of the world and their place within it.

We are committed to every child being a competent reader by the age of seven in order that they can access a full and challenging curriculum.

We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education.

At Kells Lane Primary we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed attainment data analysis and also responding to pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and learning - Children who experience difficulties with maths require pre-teach sessions so that they can continue to be taught the curriculum for their year group.
2	Teaching and learning – Children working below age related expectations for reading then impacts their access to the wider curriculum
3	Several disadvantaged children are also on the school's SEND register and have Social, Emotional, and Mental Health needs.
4	Attendance -Improving attendance for pupil premium children to prevent lost learning
5	Extra -curricular - Many do not participate in extracurricular activities

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
Maths Pre-teach sessions are effective and enable pupils who are struggling to participate in whole class mastery teaching and access the curriculum for their year group	Maths outcomes in 2025/26 will show that more than 85% of disadvantaged pupils met the expected standard
Disadvantaged pupils in KS1 to keep up with whole class phonics teaching. Increased opportunities in school to support and enthuse a love of reading	Reading outcomes in 2025/26 will show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Improvement in Social, Emotional, and Mental Health needs.	Children develop a sense of belonging and build self-regulation strategies. Children are increasingly able to access learning within the classroom alongside their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Qualitative data from pupil voice, pupil, teacher and parent surveys, governor visits <ul style="list-style-type: none">• high levels of participation in extracurricular activities, particularly among disadvantaged children• high attendance levels for disadvantaged children

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: £29,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise in order to ensure high quality teaching for all pupils	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Supporting resources EEF's guidance reports offer practical, evidence-based advice to schools on a range of</p>	1, 2, 3

	<p>topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	
<p>Training for staff to ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>We will release staff to receive coaching from the SENDCo to develop their understanding of high quality provision for pupils with SEND. We will release the SENDCo from class teaching for 2.5 days per week to enable her to support staff to better meet the needs of pupils with SEND.</p>	<p>Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 3
<p>Enhancement of maths teaching and implementation of curriculum. We will fund teacher release time to access further training and support colleagues in school.</p> <p>We will release the Maths subject lead to work with teachers to make sure the curriculum is meeting the needs of all pupils, particularly those who are disadvantaged.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathss-2-3</p>	1

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish cognition and learning groups to provide more individualised learning plans for pupils with SEND.	The National Children's Bureau is leading with interim guidance due to be published in 2025. The aim is to support mainstream schools with setting up and running SEN and pupil support units.	1, 2, 3, 4
Additional keep up phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
HLTA release full time to run Thrive sessions. Family help identified early. SENDCO as the Thrive lead to help with targeted SEMH needs. Work closely with disadvantaged families.	Further information can be found on the Thrive website https://www.thriveapproach.com/impactand-research	3, 4
Financial support for residential or extra-curricular clubs	Reduce the burden on families	5

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

Budgeted cost: £2260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities/educational visit funding	EEF - Arts participation – Moderate impact Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	4, 5
Year 4, 5 and 6 pupils; subsidising trips in Y4 & Y6	Based on our past experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
Poverty proofing fund for acute issues.		

Attendance Lead to closely monitor disadvantaged pupils attendance and support families where needed.		
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Total budgeted cost: £60,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Outcomes- Pupils Eligible for Pupil Premium Funding:

8 out of 60 pupils in Year 6 were eligible for Pupil Premium funding.

75% reached expected standard SAT reading

75% reached expected standard SAT writing

75% reached expected standard SAT SPAG

75% reached expected standard SAT Maths

75% reached expected standard SAT Combined Score (reading, writing & Maths)

13% greater depth writing standard

Year 1 Phonics Outcomes

3 out of 60 pupils were eligible for Pupil Premium funding.

33% passed phonics screening in Y1

Early Years Good Level of Development

5 out of 60 pupils were eligible for Pupil Premium funding.

67% reached a good level of development

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
CPD Teaching Toolkit	Great Teaching Toolkit- Rob Coe
Thrive - Support Mental Health	Thrive
Teaching Tools	Teaching WalkThrus