

Pupil premium strategy statement – Kingsland CE Primary School

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.

School overview

Detail	Data
School name	Kingsland CE Primary School
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 – 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2029
Statement authorised by	Mr S Debenham
Pupil premium lead	Mr S Debenham
Governor / Trustee lead	Mrs H Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17690

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to schools to be spent in support of Pupil Premium eligible children.

We are committed to raising standards for every child and invest resources and time to ensure that every child receives the support and challenge that they require to succeed. The Pupil Premium funding will be used to support the learning, development and engagement of eligible children in a variety of ways.

Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points
2	Lack of cultural capital opportunities
3	Financial restrictions
4	High levels of SEND
5	Mental and emotional wellbeing

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
PP children will have full access to the curriculum	Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.
PP children will make at least expected progress and will achieve the expected attainment levels at different milestones: • GLD in EYFS • Y1 phonics screening	Through keep-up and pre-teach strategies, and Quality First Teaching at all times, PP children make at least expected progress at all the key primary school milestones.

• KS1 R, W, M, GPS • Y4 MTC >20/25 • KS2 R, W, M, GPS	
PP children will be supported emotionally and socially in order to fully access the curriculum	Through active mental health support and high quality SEND support, children will be in a position to be 'secure enough to be vulnerable'.
Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access	Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum, and a wide variety of experiences.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of high-quality Class 1 and Class 5 teachers for 2026-2027	Supporting the attainment of disadvantaged pupils (DfE)	1, 4
Recruitment and CPD requirements of high-quality support assistants	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated HLTA and TA time to focus on PP children: • Keep-up sessions • Pre-teach sessions • Emotional and social support groups • Theraplay support group • Support within the classroom • Whole school CPD to ensure consistency of approach • Interventions – fine motor, gross motor, visual perception • 1-1 support for targeted children • High quality SEND and inclusion support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4, 5

Budgeted cost: £10080

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access • Educational visits • Instrumental music lessons • After school clubs • Swimming • Residentials Develop mental health and wellbeing support • Theraplay • 1-1 support to allow access • School counsellor provision • ePEP provision • Intervention groups – fine motor / gross motor / visual perception	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://culturallearningalliance.org.uk/what-is-cultural-capital/	2, 3, 5

Budgeted cost: £7610

Total budgeted cost: £17690

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 2025 to 2026 academic year.

In January 2023, the school was inspected by Ofsted. The report can be found [here](#)

In April 2026, the school was inspected by SIAMS. The report can be found [here](#)

Attainment outcomes for children in receipt of Pupil Premium 2025-2026:

MRW: 50% EXS+; 50%<EXS

Reading: 50% EXS+; 50%<EXS

Writing: 50% EXS+; 50%<EXS

Maths: 50% EXS+; 50%<EXS

Progress in maths:

Maths NOT on Track
SUMMER

16.7%

Maths on Track
SUMMER

83.3%

Progress in reading:

Reading NOT on Track
SUMMER

33.3%

Reading on Track
SUMMER

66.7%

Progress in writing:

Writing NOT on Track
SUMMER

33.3%

Writing on Track
SUMMER

66.7%

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
Subscription	Dyslexia Gold
Subscription	Twinkl
Subscription	Grammarsaurus
Subscription	White Rose Maths
Subscription	Times Tables Rockstars

Service pupil premium funding (optional)

<i>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</i>
The school does not currently have any pupils in receipt of Service Pupil Premium funding.
The impact of that spending on service pupil premium eligible pupils

Further information

“Led by the vision, leaders have created an inclusive culture that invests in the whole person. This is reflected in staff effectively adapting lessons and tailoring support to meet the needs of their pupils. This means pupils, including those with special educational needs and/or disabilities (SEND) or who are considered vulnerable, receive the support they need to succeed.” (SIAMS 2026)