

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 | Kirk Fenton CE Primary School |
| Number of pupils in school | 239 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 to 2026-2027 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Mel Walmsley, Headteacher |
| Pupil premium lead | Emma Bembridge Deputy Headteacher/SENCo |
| Governor / Trustee lead | Alison Davey, Pupil Premium Lead Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ 42306 |
| 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 | £ 42306 |

Part A: Pupil premium strategy plan

Statement of intent

Let Your Light Shine

Matthew 5:16

At Kirk Fenton CE Primary School, it is our vision for every member of the school community to feel valued and respected. Each individual, regardless of their disadvantage, will have the opportunity to reach their full potential and aspire to become the person they were born to be.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. These considerations, alongside research conducted by the EEF, have helped shape our pupil premium strategy. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, less engagement with extra-curricular activities and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Kirk Fenton, all teaching staff know their children well and are involved in the identification and analysis of children’s achievements and attainment, particularly those in receipt of the Pupil Premium. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Principles

- We want all children to be able to thrive within the classroom environment with highly-skilled teachers, supported through quality whole-school teaching and learning professional development.
- We ensure that the appropriate provision is made for children who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged children, we recognise that not all children in receipt of the Pupil Premium will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify the Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support any child or group of children that we legitimately have identified as being socially disadvantaged.

- Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of interventions at one time.

Ultimate Objectives

- To raise attainment of vulnerable children in reading, writing, maths and science by accelerating progress so that it is at least in line with national expectations.
- To ensure teaching and learning opportunities meet the needs of all pupils.
- To carefully track the progress of pupils who belong to vulnerable groups and ensure appropriate provision is in place.
- To provide emotional and social support to children as well as wider opportunities.

Implementation

The range of provision for this group may include and would not be limited to:

- High-quality CPD opportunities for all staff to support consistencies in approaches and quality teaching.
- Resources to support the implementation of schemes for reading, writing and maths.
- Additional small group work with experienced staff to support early reading and phonics.
- Additional intervention with 1:1 Teacher or Teaching Assistant support based on individual needs.
- 1:1 and small group Thrive work to support SEMH needs with our Learning Mentor.
- Subsidise extra-curricular activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom.
- Give parents of children in receipt of Pupil Premium funding support with the sign up process for clubs.
- Access to technology in school.
- Additional support with transition from primary to secondary and transition internally and into EYFS.
- Provide the opportunity for all children to learn a musical instrument and to sing in a choir by the end of KS2.

This list is not exhaustive and will change according to the needs and support our children require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some disadvantaged children show low attainment with slow rates of progress, particularly on entry to EYFS and children joining in later year groups. Assessments, observations and discussions with teachers indicate widening gaps in writing. |
| 2 | Assessments, observations, and discussions with pupils indicate under-developed oral speech and language skills and vocabulary gaps among many disadvantaged pupils which results in greater difficulties with phonics and early reading. This is sometimes linked with limited life experiences and availability of quality reading material in the home. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many children. SEMH challenges include low self-esteem, difficulty building positive friendships and dysregulation. |
| 4 | Wider opportunities within school and for families to access outside school are limited for our disadvantaged children. These wider opportunities provide crucial enrichment, which is particularly valuable for disadvantaged children to build skills to support their physical and mental 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 |
|--|--|
| <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by the SLT.</p> <p>To provide timely support to children identified as working below expectations in EYFS and closely monitor attainment of children joining in other year groups.</p> <p>Children joining the school part way through their education will be carefully monitored by the Pupil Premium Lead to establish</p> | <ul style="list-style-type: none"> • End of summer data will show that disadvantaged children have made expected progress in line with peers. Some will make accelerated progress. • Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and have helped in accelerating their progress. • Children meet individual targets at the end of the year, as agreed in the autumn term. • Ongoing monitoring shows successful implementation of the TRUST Writing Strategy. • Measured interventions demonstrate progress through pre- and post-assessments. |

| | |
|--|--|
| attainment levels on entry and put timely support in place where needed. | <ul style="list-style-type: none"> • Academic and pastoral support quickly put into place. |
| <p>To improve oral speech and language skills.</p> <p>To improve vocabulary</p> <p>To improve reading attainment across the school.</p> | <ul style="list-style-type: none"> • Verbo assessments and interventions are in place in a timely manner. • Vocabulary assessment for learning demonstrates progress in understanding as shown in pupils' books. • Pupil voice feedback shows an enjoyment for reading a variety of high-quality books with children confidently discussing texts read in school and at home. • Monitoring shows successful, consistent use of phonics scheme (including KS2 interventions) • Monitoring shows a focus on language across the curriculum to ensure that explicit vocabulary instruction is part of each core and foundation subject to improve tier 2 and 3 vocabulary. |
| Children are more equipped to be resilient, confident and emotionally regulated learners. | <ul style="list-style-type: none"> • Target children make progress from their baseline assessments meeting focussed targets. • Some children will no longer require pastoral support. |
| To provide wider opportunities to all disadvantaged children through a range of school trips, residential and after-school clubs that extend their personal experiences and support wellbeing. | <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • All residential, school trips and extra-curricular activities will be subsidised to remove financial barriers. • Parent voice feedback will show a strengthened home-school relationship through regular communication from the PP Lead with positive feedback for the school's enhanced after-school club offer. • Pupil voice will indicate enjoyment and value in the enrichment opportunities they experience. |

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: £27548

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| TA to deliver interventions targeted at disadvantaged pupils in KS2 who require further support. | <p>There is strong research (EEF) to show that intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p> <p>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 impact on reading.</p> <p>Oral Language Interventions - EEF</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition - EEF</p> | 1,2,3 |
| Explicit spelling instruction from Y2-Y6 to build on phonics teaching and learning in KS1. | <p>This scheme scaffolds the explicit teaching of spelling.</p> <p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> <p>Improving Literacy in KS1 - EEF</p> <p>Improving Literacy in KS2 - EEF</p> | 1, 2 |
| Ongoing purchase of quality resources to support validated Systematic Synthetic phonics programme | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics - EEF</p> | 1, 2 |

| | | |
|---|--|---------|
| Renewal of subscription for Systematic Synthetic phonics programme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics - EEF | 1,2 |
| Purchase of new reading books to support reading for pleasure. | Reading for pleasure is proven to positively impact young people's mental wellbeing and academic attainment. The Future of Primary School Libraries - National Literacy Trust | 1, 2, 4 |
| Music education to enable all KS2 children to access high-quality music instruction and the opportunity to learn an instrument. | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Arts Participation - EEF | 1, 2, 4 |

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

Budgeted cost: £4038

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support with an experienced TA. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics - EEF | 1, 2 |
| Fund ongoing teacher and TA release time to train and deliver the Verbo programme. | 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 impact on reading. Oral Language Interventions - EEF | 1, 2 |

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

Budgeted cost: £10720

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Thrive subscription, training updates for practitioners and resources | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and Emotional Learning - EEF | 3 |
| Funding for subsidy of extra-curricular clubs, school trips and residential | The DfE recommends using Pupil Premium funding to remove financial barriers to allow children to access enrichment activities supported by the school. Pupil Premium - DfE Arts Participation - EEF An unequal playing field: extra-curricular activities, soft skills and social mobility - Social Mobility Commission | 3, 4 |
| Fund resources to support children's self regulations and sensory needs | Participation in a short sensory motor circuit prepares children to engage effectively. Early years self regulation -EEF Self regulation and metacognition-EEF | 3 |
| Resources to support play based learning throughout school though OPAL play. | Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. Play based learning -EEf | 3 |
| Access to Forest School learning led by a qualified Forest School Leader. | Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. https://forestschoollassociation.org/what-is-forest-school/ | 3,4 |

Total budgeted cost: £ 42306

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 2024-2025 academic year.

This is a three year strategy.

The strategies we have used have ensured that we understood our children well and made adjustments to our provision to meet their individual needs. We have tailored strategies to support individual needs.

Actions on 2024-2025 strategy have been implemented and are addressing needs identified on strategy. High quality CPD has been delivered to staff using new purchases. Monitoring shows impact on learning.

Funding residentials and trips has meant that children have had access to trips/clubs that they would not have otherwise been able to access.

We have noted the need to further support disadvantaged pupils in KS2 in order to close the gap. Funds have been allocated accordingly in next year's allocation.

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 |
|-----------------------|--|
| Verbo | Homerton Healthcare NHS Foundation Trust |
| TTRockstars / Numbots | Maths Circle Ltd |
| Thrive | Fronting the Challenge Projects Ltd |

Further information (optional)

School Context

Whilst the percentage of children in receipt of Pupil Premium remains below national averages.

| % of Children Eligible for Pupil Premium at Kirk Fenton CE Primary School | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| 8% | 10% | 11% | 12% | 11% | 11% | 11% |

As of November 2025, 28% of our disadvantaged children are in EYFS and KS1. 72% are in KS2

16% of our disadvantaged children have moved to Kirk Fenton part way through their education.

Planning, Implementation and Evaluation

In creating this report, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We referred to the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of activities.