

Pupil Premium Strategy Statement 2025/26

King's Hill Primary School is a well-established and highly successful primary school, serving a rich and diverse community. The school is inclusive of all faiths, religions and ethnicity. The indication of deprivation is above the national average. We are aware of the many external barriers our pupil premium learners face: Low aspirations/expectations, communication/language, attendance, difficult home environments to support learning at home and exposure to negative life experiences and mobility. The school is committed to ensuring that all pupils reach their full potential; barriers to learning, either in school or in the home/community, are identified quickly and appropriate support is provided for pupils.

This statement details King's Hill Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the following years - 24/25, 25/26, 26/27.

It outlines our pupil premium strategy, how we intend to spend the funding in the academic year 2025/2026 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King's Hill Primary School
Total number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2025/2026 - 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	J. Baugh (Chair of Gobs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,460
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 248,460
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

- At King's Hill Primary School we have high aspirations for all our pupils and believe that all learners should be able to reach their full potential by developing the necessary skills and values required to succeed
- We aim to ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils and the gaps in reading, writing and mathematics continue to be narrowed
- We will provide our pupils access to a variety of exciting opportunities and a rich and varied curriculum to enhance learning
- We will ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision is made to meet their needs. In making provision for socioeconomically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socioeconomically disadvantaged
- We also recognise that not all pupils who are socioeconomically disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socioeconomically disadvantaged
- We track the impact of interventions as part of our regular pupil progress meetings and ensure support is deployed accordingly

Challenges

The key challenges to achievement faced by disadvantaged pupils at our school have been identified below:

Challenge number	Detail of challenge
1	<p>Children joining Nursery and in many cases Reception face the following language related challenges:</p> <p>Comprehension difficulties: Many children who join Nursery, struggle to understand spoken language, follow instructions, or grasp concepts in conversation.</p> <p>Expressive language difficulties: A number of children have difficulties with producing certain sounds or struggle to use words/phrases and sentences correctly.</p> <p>Social and emotional challenges: Children can also struggle with the social rules of language, like taking turns, or show frustration and anxiety when communication is difficult for them</p>
2	<p>Maintaining consistent good attendance/ punctuality:</p> <p>Attendance: Poor attendance is a barrier for a small number of our pupils across the school. We recognize that in the main, pupils who have lower attendance come from disadvantaged backgrounds.</p>
3	<p>Academic challenges faced by some of our disadvantaged pupils:</p> <p>Lower attainment: Some pupils eligible for Pupil Premium funding have lower attainment levels in English and mathematics but often, other factors have impacted</p>

	<p>Lack of engagement: Some learners, can be reluctant to take risks with their work, and can be less resilient when receiving feedback.</p> <p>Low aspirations: Some pupils lack focus and ambition for their future lives.</p>
4	<p>External challenges faced by our disadvantaged pupils:</p> <p>Instability: A number of pupils experience an unstable home-life which can lead to anxiety issues, making it harder to focus in school.</p> <p>Limited life experiences: We recognise that our disadvantaged pupils have a lot less exposure to a wide range of life experiences and opportunities outside of school.</p> <p>Practical barriers: Some families have issues with transport, location, and general lack of access to resources</p>
5	<p>Socio economic factors that create challenges for our pupils:</p> <p>Home environment: We have a number of low-income families so a lack of resources like books, a quiet space for homework, or internet access can hinder academic progress.</p> <p>Parental factors: Parents with lower levels of education or those who have had negative experiences with the education system can be less equipped to support their child's learning at home</p>

Intended outcomes

The outcomes we are aiming for **by the end of our current strategy plan**, are indicated below along with how we measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>Challenge 1:</p> <p>Disadvantaged children in EYFS achieve well in all areas of learning and demonstrate good levels of improvement with their spoken language and communication skills</p>	<p>Consistent, structured approaches to teaching phonics will provide secure foundations for children's reading skills</p> <p>Access to a wider range of online and actual reading materials aligned to the new Little Wandle scheme will continue to support the development of reading skills at school and home</p> <p>T/L will continue to place a strong emphasis on developing children's language skills and vocabulary enabling them to improve communication and oracy skills</p>

	<p>Support strategies will target those disadvantaged individuals and groups of children to ensure they are ready for KS1</p> <p>Access to bi-lingual support will help children overcome some of the language barriers they face when they join EYFS</p>
<p>Challenge 2:</p> <p>Disadvantaged pupils/families receive the appropriate support and intervention to ensure attendance and punctuality issues improve</p>	<p>Whole school approaches to address attendance issues will continue to raise awareness of expectations with parents, pupils, staff</p> <p>Close monitoring of pupils at risk of persistent absence or those who fall within the PA category will ensure barriers to pupil attendance rates are overcome and suitable measures put in place</p> <p>Incentives/rewards and a range of strategies will be used to further encourage families/pupils to have good attendance</p> <p>Earlier intervention for particular families will address matters that lead to improvements taking place more rapidly</p> <p>Disadvantaged/SEND pupils/families across school with lower attendance patterns will receive support to help eliminate barriers</p> <p>Attendance rates will improve overall each year and will be aligned to at least pre-covid</p>
<p>Challenge 3:</p> <p>Disadvantaged pupils achieve well with their phonics outcomes at the end of Year 1</p> <p>Attainment gaps between our disadvantaged pupils and others continue to narrow across the school and nationally</p> <p>Disadvantaged pupils achieve outcomes at least in line with their peers by the end of KS2</p> <p>Aspirations are raised so that pupils want to work hard and achieve well as they progress through school</p>	<p>Use of carefully structured interventions including pre-teaching and post-teaching strategies will aid the closure of gaps in learning being addressed effectively</p> <p>Knowledge developed and acquired by pupils through interventions will successfully support their learning in class</p> <p>Gaps in attainment/knowledge (reading, writing and maths) will be narrowed when compared to their non-disadvantaged peers</p> <p>Disadvantaged pupils will gain a positive outlook for the future and success at school will enable them to be better prepared for the next stage of education</p> <p>Pupils' resilience and stamina will strengthen to enable them to tackle challenges in a positive way</p>

<p>Challenge 4:</p> <p>Opportunities and experiences to develop and broaden knowledge, skills and learning beyond the main curriculum offer are accessed by pupils across the school</p> <p>Understanding the needs of individual pupils and how best to support them - pastoral/ social/ emotional needs</p>	<p>Ensure equitable access for disadvantaged pupils in relation to the wider curriculum/cultural capital opportunities which form a key part of the school's trips/visits/experiences programme</p> <p>Disadvantaged pupils will be encouraged to access enrichment/after-school clubs, with additional support if required</p> <p>The wider curriculum offer will ensure that disadvantaged pupils have opportunities to engage in activities that particularly interest them and develop their talents</p> <p>Pupils who require it will be able to access Emotional Literacy support to enable them to gain in confidence and feeling secure in their day to day interactions with others in school</p>
<p>Challenge 5:</p> <p>Continue to strengthen partnership practices between school and home</p> <p>Pupils/families able to access support to ensure home, environmental and sometimes other practical factors can be overcome</p>	<p>Key staff who work with families will be able to identify needs/requirements and offer support as appropriate</p> <p>School will continue to engage with parents/families to enable them to support their children's learning at home better</p> <p>Further barriers to learning for some of our disadvantaged pupils will be overcome so that they achieve well</p>

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: £42,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality teaching, assessment and a broad and balanced	Reading framework 2024 provides clear guidance for the development of reading skills	1

<p>curriculum:</p> <p>CPD/Training</p> <p>Developing strong interactions with children through questioning</p> <p>Speech/language and building communication</p> <p>Early writing skills/sentence structures</p> <p>Phonics</p> <p>Early Reading</p> <p>Enhanced opportunities for language development - role play, indoor and outdoor learning</p>	<p>across the primary age range.</p> <p>As many children who join school in EYFS do so with language and communication skills as not being strong, the emphasis that needs to be placed on developing oracy skills, is key.</p> <p>Many children also join the Reception classes from different settings, who are working below their age band and often lack the breadth of vocabulary to reflect their experiences on entry to Reception.</p> <p>The writing framework 2025 also provides strong evidence for ensuring children in EYFS are taught the basic skills to get them ready for KS1.</p>	
<p>Professional development to support implementation of approaches:</p> <p>CPD/Training:</p> <p>Toolkit – writing moderation</p> <p>Stronger emphasis on narrative to develop vocabulary/spelling</p>	<p>Analysis of children’s writing has shown that gaps in range of vocabulary and spelling for PP children across the school prevents them from attaining the EXS+ in writing. EEF - ‘Teacher Feedback to Improve Learning’. We also know feedback has a very high impact on outcomes for a very low cost based on extensive evidence.</p> <p>CLPE resource hub- ‘high quality teaching resources to improve the teaching and learning of language, vocabulary, reading and writing’</p> <p>We know that good quality teaching is the most important way schools improve outcomes for disadvantaged pupil’ and the EEF recognise that CPD impacts on whole class teaching which should not be seen as separate to the PP grant.</p> <p>Enhance resources and expose pupils to a wider range of genres</p> <p>Identify and target gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve the EXS in writing. Use of the VIPERS programme to support comprehension skills.</p>	<p>3</p>

<p>Mentoring/ Coaching for teachers</p> <p>Supporting recruitment and retention</p> <p>Educational Psychologist Sessions</p>	<p>Focused support for staff Emphasis on phonics and early reading skills as a key priority.</p> <p>Reading prioritised in order to embed the school's expectations of pupils - to develop a love of reading and ensure they become fluent readers by the time they move into KS2.</p> <p>High quality CPD delivered by key leaders to address subject knowledge and implementation of new initiatives.</p> <p>Provision of mentors for new staff and staff new to teaching.</p> <p>Provide T/L support for new staff who join school or those staff who move phase/year group.</p> <p>English and maths: The Power of Reading, writing toolkits and Power Maths support pupils to enable them to access the wider curriculum more effectively.</p> <p>The development of reading and writing – Key leaders monitor/evaluate the progression of reading, writing, spelling, punctuation and grammar skills consistently. Revise and review within the context of writing.</p>	3, 4, 5
<p>Use of technology/other resources that support high-quality teaching</p>	<p>Number sense training – Key staff identify appropriate strategies to develop basic number skills. In the main suitable for KS1 pupils but also for pupils in Year 3. The programme aims to secure pupils' concept of early number skills. This will take place alongside the mastery approach. Approach to mastery maths to incorporate the white rose maths elements into daily teaching/learning. Additional Times Tables support.</p> <p>Development of maths skills to be introduced in Nursery as this will provide some of the ground work before children join Reception.</p>	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £181,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development, literacy and numeracy</p> <ol style="list-style-type: none"> 1) NELI 2) Observation/ Assessment 3) Modelling language/ Sentences 4) Small group work <p>(Teacher +TA)</p>	<p>‘The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.’ Nuffield Early Language Intervention. The EEF have a project open for this intervention currently.</p> <p>Oral Language Interventions: Impact = +5 months</p> <p>EEF Early Years</p>	1
<p>Phonics small group support</p> <p>(TA)</p>	<p>Phonics: Impact = +4 months</p> <p>Small Group Tuition: Impact = +4 months</p>	1
<p>Reading interventions</p> <p>(HLTA)</p>	<p>Reading Comprehension</p> <p>Strategies: Impact = +6 months</p> <p>Data from last academic year shows the interventions have had a good impact on outcomes for disadvantaged pupils (EEF Reading Comprehension Strategies have ‘very high impact for very low cost based on extensive evidence’.</p>	1, 3
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>(HLTAs/TAs)</p>	<p>Metacognition and self-regulation approaches are used to help pupils think about their own learning more explicitly, by providing them with specific strategies for planning, monitoring and evaluating their own learning. These support strategies are explored more as pupils go through the school.</p> <p>Metacognition and Self-Regulation: Impact = +8 months</p> <p>Collaborative Learning: Impact = +5 months</p> <p>Reading Comprehension</p> <p>Strategies: Impact = +6 months</p>	4, 5
<p>1:1 and small group work - class based</p> <p>(TA)</p>	<p>One-to-One Tuition: Impact = +5 months – reading focus</p>	3

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

Budgeted cost: £23,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced range of enrichment activities/ approaches to support social/emotional development and	Collaborative Learning: Impact = +5 months Source: Education Endowment Foundation – Evidence summaries	4, 5
Identify opportunities for outdoor learning across school	Outdoor Learning: Impact = +4 months Source: Education Endowment Foundation – Evidence summaries Orienteeing activities extended for KS1 pupils Increased access to outdoor spaces for teaching and learning – use of woodland area Build academic resilience approach into lessons – residential activities for pupils in upper KS2 Rewards/awards – introduction of a broader range further to pupil voice – related to supporting individuals/families Extended day – enrichment activities available each half term	4, 5
Supporting attendance, communicating with and supporting parents further: Safeguarding Lead, Attendance Officer and EWO – support and intervention to address needs of families	Strategies to further strengthen school procedures in place and target families/offer of support earlier if needed. Access to breakfast club provision as required Earlier intervention leads to more positive outcomes	2, 5

Total budgeted cost: £248,460

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024/25 Foundation Stage Profile Summary

Contextual Grouping		No. Pupils	% Good Level of Development
All		58	75%
Disadvantaged	Yes	12	58
	No	46	78

Children achieved outcomes above national.

Disadvantaged children who did not achieve GLD included a number of children with SEND needs.

The children with SEND needs across the cohort equated to 11 children with 4 disadvantaged.

2024/25 Phonics Summary

Contextual Grouping		YEAR 1	
		No. Pupils	% Working At
All		56	84%
Disadvantaged	Yes	16	69
	No	40	90

Overall outcomes were above national.

The 16 disadvantaged pupils included pupils with SEND needs, pupils with little or no English/EAL and some who joined the school mid-year.

2024/25 Key Stage 2 SATs - Summary

Contextual Grouping		No. Pupils	Reading	Writing	Maths	RWM
All		58	86%	83%	86%	74%
Disadvantaged	Yes	36	86%	81%	81%	70%
	No	22	86%	86%	96%	82%

- Pupil Premium pupils at King's Hill performed above national in all areas
- Gap between PP and non-PP, in school shows variance in outcomes for writing and maths but pupils performed equally as well in reading
- KS2 Progress Scores – Due to pupils not undertaking KS1 SATs, progress scores are at 0

King's Hill Primary School – Attendance 2024/2025

Overall attendance – **92.2%**

Disadvantaged pupils – **90.7%**

Non-disadvantaged pupils – **93.5%**

We monitor attendance closely and take prompt action to address cases where attendance is an issue. Robust procedures are fully in place and we work closely with families to help them improve attendance rates. We also work closely with external agencies and LA officers to address attendance matters.

The figures show that this year the overall percentage has remained steady when compared to the previous year. When compared to 2022/2023 the year following COVID, improvement is strongly evident.

We continue to provide support and challenge in working with our families with our aim being to be in line/above national as we progress through our 3-year Pupil Premium Strategy.

Externally provided programmes:

King's Hill has used programmes endorsed by the DFE research organisations for example, the Education Endowment Foundation and the EEF Early Years .

