

Pupil Premium Strategy Statement

Kingswood Primary School | 2026-27

This statement details how Kingswood Primary School intends to use pupil premium funding to improve the educational outcomes of disadvantaged pupils. It identifies the barriers that are most relevant to our disadvantaged pupils and sets out a focused, evidence-informed response through high-quality teaching, targeted academic support and wider strategies.

School overview

Detail	Data
School name	Kingswood Primary School
Academic year	2026-27
Strategy period	2026-27 to 2028-29 (three-year strategy, reviewed annually)
Date published	September 2026
Review date	July 2027
Statement authorised by	Executive Headteacher -Emma Woods
Pupil Premium lead	Head of School - Andrew Westlake
Governor Lead	Eve Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation for 2026-27	£34,100
Recovery premium funding	£0
Pupil premium carried forward	£0
Total budget available	£34,100

Part A: Pupil premium strategy plan

Statement of intent

At Kingswood Primary School, our ambition is that disadvantage should not determine a pupil's educational outcomes, participation or future opportunities. We recognise that disadvantage can present in different ways and that barriers may be academic, pastoral, social, linguistic or linked to attendance and access to wider opportunities. Our strategy therefore starts with the needs of pupils rather than with labels or fixed per-pupil spending.

Our approach is rooted in high expectations and early identification. Disadvantaged pupils are entitled to the same ambitious, well-sequenced curriculum as their peers, supported by consistently strong teaching and carefully chosen adaptations. Assessment, pupil progress discussion, attendance information, pupil and parent voice and staff knowledge are used together to identify barriers quickly and to determine the most proportionate response.

The strategy deliberately aligns with the school's wider inclusion work. Where a barrier affects disadvantaged pupils, investment in adaptive teaching, language and oracy, nurture, independence, assessment and attendance is used to strengthen the core offer while ensuring that pupil premium pupils are specifically tracked for participation, progress and impact. Funding is not used to lower expectations or routinely remove pupils from the curriculum; intervention is targeted, time-limited where appropriate and reviewed for impact.

Our priorities are to secure strong quality-first teaching; close gaps in reading, writing and mathematics; improve attendance; strengthen oracy, language, resilience and independence; support disadvantaged pupils with additional SEND/SEMH needs; and ensure that financial disadvantage does not restrict access to trips, enrichment, technology or other opportunities that build cultural capital.

Implementation and review

Leaders will use an explore—prepare—deliver—sustain approach: identify the barrier, select an appropriate response, ensure staff are prepared to deliver it, monitor implementation and then adapt, expand or cease provision according to evidence of impact. Pupil premium pupils will be considered explicitly in pupil progress meetings, attendance reviews, book looks and intervention reviews. The strategy will receive a light-touch review during the year and a full annual review in July 2027.

Challenges

The following barriers have been identified as particularly relevant to disadvantaged pupils at Kingswood. They are intentionally aligned with the school's inclusion priorities, but are framed around the specific risk that disadvantage may compound barriers to achievement and participation.

Challenge	Detail of challenge
1	Attendance and persistent absence. In 2025-26, attendance for disadvantaged pupils was 88.7%. Lower attendance reduces curriculum access, continuity of learning and the impact of intervention.
2	Lower starting points and gaps in foundational knowledge. Some disadvantaged pupils enter Reception or later year groups with gaps in early literacy, language, number and wider experiences, increasing the risk that gaps widen over time.
3	Oracy, speech and language and vocabulary. Some disadvantaged pupils have less secure spoken language, vocabulary and communication skills, which can limit access to reading, writing and the wider curriculum.
4	Resilience, independence and self-regulation. A number of disadvantaged pupils require additional support to sustain attention, manage emotions, work independently and persevere when learning is challenging.
5	Disadvantage combined with SEND/SEMH or other additional needs. Where needs overlap, pupils can face compounded barriers and may require carefully coordinated adaptive teaching, pastoral support and targeted intervention.
6	Attainment and application, particularly in writing and mathematics. Previous outcomes show the need for sharper tracking, timely intervention and greater confidence applying knowledge independently and in formal assessment contexts.
7	Access to enrichment and cultural capital. Financial or family circumstances can restrict access to trips, residential, clubs, technology, books and experiences that support vocabulary, confidence, belonging and aspiration.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils attend regularly and persistent absence reduces.	Disadvantaged attendance improves from the 2025-26 baseline of 88.7%; the gap to whole-school attendance narrows; individual PA plans show improved attendance for identified pupils.
Disadvantaged pupils make strong progress in reading, writing and mathematics.	Termly assessment and teacher assessment show pupils on track from their starting points; gaps are identified early and addressed; end-of-year outcomes demonstrate a narrowing difference between disadvantaged and non-disadvantaged pupils.
Oracy, language and early literacy improve.	Baseline and review information, phonics/reading data and work scrutiny show stronger vocabulary, spoken language and writing readiness for identified pupils.
Pupils develop greater resilience, independence and readiness to learn.	Pupil voice, Nurture information where used, behaviour records and classroom observation show improved engagement, self-regulation and independent learning.
Disadvantaged pupils with SEND/SEMH receive coherent support and make progress.	Provision is matched to identified need; interventions are reviewed; pupils remain included in an ambitious curriculum and progress from individual starting points.
Disadvantaged pupils participate fully in wider school life.	No pupil is prevented from participating in essential curriculum enrichment because of financial disadvantage; participation in trips, clubs and wider opportunities is tracked and barriers are addressed.

Activity in this academic year

The planned expenditure below totals exactly £34,100. Activities may benefit other pupils where they strengthen the quality of the school's universal offer, but leaders will track the impact on disadvantaged pupils specifically and ensure that pupil premium funding remains focused on improving their outcomes.

Teaching

Budgeted cost: £11,100

Activity	Planned cost	Evidence / rationale	Challenges
Adaptive teaching and feedback CPD, including practical training linked to language and communication needs.	£3,000	Strengthens classroom teaching so disadvantaged pupils, including those with SEND, can access ambitious learning with appropriate scaffolding and feedback.	2, 3, 5, 6
Literacy Tree implementation and resources, with a focus on independence and high-quality writing outcomes.	£400	Supports coherent curriculum planning, rich texts and explicit development of independent writing.	2, 3, 4, 6
Termly formal assessment in Years 2-6, including assessment materials and analysis.	£1,200	Provides regular diagnostic information, supports responsive teaching and develops	2, 4, 6

Teacher development, coaching, moderation and release time focused on high-quality teaching, feedback and accurate assessment for disadvantaged pupils.	£6,500	familiarity with applying knowledge in more formal contexts. High-quality teaching is the central lever for improving outcomes. Moderation and coaching support accurate identification of gaps and consistent response.	2, 5, 6
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Targeted academic and pastoral support

Budgeted cost: £15,300

Activity	Planned cost	Evidence / rationale	Challenges
Targeted teaching assistant intervention in reading, writing and mathematics, delivered in short, structured blocks and reviewed against entry/exit information.	£9,000	Additional targeted support is used to address specific gaps without routinely narrowing curriculum entitlement.	2, 5, 6
Speech, language, vocabulary and oracy intervention, including Colourful Semantics / Language Link approaches where appropriate.	£4,000	Oral language is foundational to reading comprehension, writing and wider curriculum access.	2, 3, 5
Trained nurture practitioner provision for identified disadvantaged pupils with emotional, regulation or engagement barriers.	£2,000	Targeted pastoral support is intended to improve readiness to learn, self-regulation, attendance and successful classroom participation.	1, 4, 5
Drawing Club resources and implementation in EYFS/Year 1 for identified pupils requiring additional support with oral storytelling, vocabulary and foundations for writing.	£300	Provides an engaging route into talk, vocabulary, imagination and early writing for pupils who need additional practice.	2, 3, 4, 6

Wider strategies

Budgeted cost: £7,700

Activity	Planned cost	Evidence / rationale	Challenges
Enhanced attendance support: weekly disadvantaged/PA review, targeted family meetings and drop-ins, early intervention, home-school liaison and practical support where barriers are identified.	£2,500	Improved attendance increases access to teaching and intervention. The 2025-26 disadvantaged attendance baseline of 88.7% makes this a priority.	1, 5
Targeted subsidies for uniform, curriculum trips, residential, technology, books and essential learning resources.	£3,000	Removes financial barriers to participation and ensures disadvantaged pupils can access the same curriculum and wider opportunities as peers.	7
Cultural capital and enrichment: targeted contribution to clubs, visitors, workshops and experiences, with participation monitored for disadvantaged pupils.	£2,200	Broadens experience, vocabulary, confidence, belonging and aspiration, particularly where pupils have fewer opportunities beyond school.	3, 4, 7

Budget summary

Area	Budget
Teaching	£11,100
Targeted academic and pastoral support	£15,300
Wider strategies	£7,700
TOTAL	£34,100

Monitoring and evaluation

Impact will be evaluated throughout the year rather than only at the end of the strategy period. Leaders will triangulate quantitative and qualitative evidence and will adapt provision where an activity is not producing the intended impact.

- Termly reading, writing and mathematics assessment and teacher assessment, with disadvantaged pupils identified as a specific group.
- Half-termly attendance and persistent absence analysis, with individual case review where attendance is a barrier.
- Pupil progress meetings and intervention entry/exit information.
- Book looks, moderation and learning walks focused on curriculum access, independence and quality of work.
- Phonics, language/oracy and early literacy information for identified pupils.
- Behaviour, engagement and nurture information, including Boxall Profile information where this forms part of an individual pupil's support.
- Pupil voice and parent/carers feedback, including whether pupils feel included and can access wider opportunities.
- Participation information for trips, residentials, clubs and enrichment so that financial disadvantage does not become a barrier.

Review of previous academic year (2025-26)

The 2026-27 strategy therefore retains effective elements of the previous approach but sharpens the link between identified disadvantage barriers, intended outcomes, implementation and measurable impact. It also aligns pupil premium spending with relevant elements of the school's inclusion strategy, including adaptive teaching CPD, Drawing Club, nurture provision, Literacy Tree, formal assessment, language/oracy work and attendance support.

Externally provided programmes / approaches

Programme / approach	Provider / source
Colourful Semantics	Integrated Treatment Services / trained school delivery as appropriate
Literacy Tree	The Literacy Tree
Drawing Club	School implementation / published approach
Language Link	Speech Link Multimedia Ltd / school provision