

Kidsgrove Primary School - 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	Kidsgrove Primary School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Cunliffe (HT)
Pupil premium lead	Helen Cunliffe
Governor / Trustee lead	Nigel Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71250
Recovery premium funding allocation this academic year	£
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	£71250

Part A: Pupil premium strategy plan

Statement of intent

At The Kidsgrove Primary, we recognise that all children, regardless of their background, should have equal access to a high-quality curriculum, learning experiences, and pastoral support that enable them to achieve their potential and thrive. We are committed to raising the attainment of all pupils, including those eligible for the Pupil Premium, and understand that many disadvantaged pupils must make accelerated progress. We believe that the highest possible standards can only be achieved by maintaining high expectations for all learners and by recognising that some disadvantaged pupils require additional, targeted support. The focus of our Pupil Premium Strategy is to ensure disadvantaged pupils achieve this ambition, including those who are already high attainers. PP-Plan-2025-2026

As a school, we are committed to utilising resources and support effectively—including the Pupil Premium and Recovery Premium grants—to ensure all pupils achieve to the best of their ability. Decisions relating to the use of funding are guided by strong evidence, particularly EEF research, and are set out within this strategy statement. The strategy outlines our priorities, actions, and targeted support, addressing the identified challenges faced by disadvantaged pupils. PP-Plan-2025-2026

We rigorously monitor and evaluate the impact of Pupil Premium funding to ensure it is allocated appropriately and used effectively. Tracking progress over time is essential, enabling rapid identification of need and implementation of strategies designed to accelerate progress. Data gathered during pupil progress meetings informs next steps, which are detailed in cohort action plans.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and comprehension skills on entry to school, particularly vocabulary, impacting pupils' achievement in speaking, listening, and reading.
2	A large proportion of disadvantaged pupils have limited life experiences, low aspirations, and come from households with limited stability. This impacts language development, background knowledge, and attitudes to learning.
3	Assessments and Phonics Screening Check results indicate that disadvantaged pupils achieve lower outcomes in phonics than their peers, slowing the development of early reading skills.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

5	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
6	Many pupils have social, emotional and mental health needs resulting from family and community experiences, which can affect engagement, behaviour, and readiness to learn.
7	29% of disadvantaged pupils also have SEND, presenting additional barriers to achieving age-related expectations.

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
Improve the oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Increase in the percentage achieving age-related expectations in Communication & Language at the end of Reception. • Improved standardised scores and reading ages (Y1–Y5). • Improved outcomes in KS1 and KS2 reading assessments.
Improved engagement with reading and increased attainment (particularly in phonics) for disadvantaged children.	<ul style="list-style-type: none"> • Increase in the percentage meeting the expected standard in the Year 1 Phonics Screening Check. • Monitoring evidences that reading provision is a strength of the school. • Observations show pupils enjoy reading and regularly engage in reading-related activities.
Improved maths attainment for disadvantaged pupils at the end of KS2 and the Multiplication Check.	<ul style="list-style-type: none"> • Increase in the percentage meeting the expected standard in KS2 maths. • Increase in the number of disadvantaged pupils scoring 20+ in the Multiplication Tables Check.
Improved writing attainment for disadvantaged pupils across the school	<ul style="list-style-type: none"> • Increase in children moderated at working at the expected standard in writing

All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.	<ul style="list-style-type: none"> Monitoring shows ambitious, well-sequenced curriculum planning. Pupil Premium pupils articulate learning confidently across subjects. Increased percentage achieving age-related expectations in Reading and Writing over the next three years.
Improved progress for disadvantaged children with identified SEND	<ul style="list-style-type: none"> SEND pupils make appropriate progress from their starting points. Parents report confidence in the support their child receives. Monitoring identifies SEND provision as a strength. Children have regular access to the resources they need.
Children have access to all the resources that they need to support their learning	<ul style="list-style-type: none"> Disadvantaged pupils take part in trips, visits, clubs and enrichment experiences. Targeted pupils attend after-school provision.
Ensure support for children with SEMH needs and/or require pastoral support regularly to support their mental health	<ul style="list-style-type: none"> Case studies demonstrate positive SEMH outcomes. Behaviour incidents for disadvantaged pupils reduce over time. Pupil surveys indicate pupils feel well supported

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: £ 14390

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Weekly high-quality CPD focusing on Quality First Teaching (QFT), adaptive teaching and curriculum development.</p> <p>Instructional coaching to support staff development.</p> <p>SLT modelling high-quality Wave 1 teaching and supporting curriculum delivery.</p> <p>Identification of disadvantaged pupils' needs through moderation, pupil progress meetings, and coaching.</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils -EEF</i></p> <p><i>Reading Strategies (+6)</i> Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p><i>Collaborative Learning Approaches (+5)</i> Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p><i>Feedback (+6)</i> Feedback EEF (educationendowmentfoundation.org.uk)</p> <p><i>Phonics (+5)</i> Phonics EEF (educationendowmentfoundation.org.uk)</p> <p><i>Providing Effective Professional Development</i></p>	<p>1, 2, 3, 6, 7</p>
<p>High-quality phonics teaching supported by Reading Lead and SLT, including targeted CPD and resourcing (new books)</p>	<p><i>The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i> https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p><i>Phonics (+5)</i> Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,6, 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p><i>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: Mathematics guidance: key stages 1 and 2</i></p> <p><i>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</i></p>	

CPD and support to improve writing planning, resourcing and assessment delivered by lead teachers/experts. Introduction of Pathways to Write to EYFS	The EEF has published Improving Literacy in Key Stage 2 EEF The Writing framework - GOV.UK contains a common approach to teaching writing for primary schools, based on evidence, practical advice, and research.	1,2,3,6,7
Digital strategy: all KS1 and KS2 pupils access iPads; Showbie used to support high-quality learning.	Learning with iPad - Supporting Primary Learners (apple.com)	2,3,6,7

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

Budgeted cost: £ 54860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Deployment of an additional teacher in Years 5 and 6 to reduce class sizes, enabling more targeted teaching, increased feedback, and improved pupil engagement—particularly for disadvantaged pupils and those with SEND. Smaller class sizes allow teachers to identify gaps more rapidly, adapt instruction effectively, and accelerate progress in preparation for KS2 outcomes. 	<p>Reducing Class Sizes (+2)</p> <p>Reducing class size EEF Feedback (+6) EEF (educationendowmentfoundation.org.uk)</p>	4,5,6,7

<ul style="list-style-type: none"> Employment of an additional Teaching Assistant to deliver targeted, evidence-based interventions in Reading, Writing and Maths for identified disadvantaged pupils, informed by assessment and pupil progress meetings. Interventions are delivered in small groups and 1:1 to accelerate progress and close gaps. 	<p>EEF evidence shows that Teaching Assistant-led interventions can have a positive impact on pupil outcomes when they are well trained, deliver structured programmes, and work under the direction of the class teacher. Targeted small-group and 1:1 interventions are particularly effective for disadvantaged pupils.</p> <p><i>Teaching Assistants (+4), Small Group Tuition (+3), One-to-One Tuition (+5)</i></p>	1, 2, 3, 5, 6, 7
<p>Before-school Year 6 booster sessions.</p> <ul style="list-style-type: none"> 1:3 tutoring in reading and maths (Y6 then Y5). 	<p>Small Group Tuition (+3)</p> <p>Small group tuition EEF</p>	1, 2, 3, 5, 6, 7
<ul style="list-style-type: none"> Using Phonics assessment to provide phonic interventions for pupils working below age related expectations in phonics. CPD to be delivered by and phonics lead teacher to TAs/Teachers to upskill their phonics skills and knowledge in delivering effective intervention. 1:1 phonics intervention delivered to identified pupils to ensure rapid and sustained progress. 	<p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</i></p> <p><i>Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>One to One Interventions (+5)</i> <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>Purchase of books to support our DfE validated scheme ELS. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</i></p>	1, 3, 6, 7
<ul style="list-style-type: none"> Implementation of wellcomm to support development of early language and listening skills. TA to lead Time to talk Sessions. 	<p><i>Oral Language Interventions (+6)</i> <i>Oral language interventions EEF (educationendowmentfoundation.org.uk)</i></p>	1, 2, 3, 6, 7

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Early identification of SEMH needs by SENDCo and pastoral team. Targeted support for vulnerable pupils including parent workshops. 	<p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</i></p> <p><i>Metacognition and self regulation (+7)</i> <i>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</i></p>	2, 4, 5, 6, 7

	<p><i>Social and Emotional Learning (+4) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>Behaviour Interventions (+4) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</i></p>	
<p>Fortnightly pastoral focus in SLT</p> <p>SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Development and implementation of Pathways to support higher level SEMH needs</p> <p>Provision map reviewed and children on SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through Passports with appropriate targets on support for all pupils on SEND register. Class on a Page kept up to date</p> <p>Targeted meetings with parents and other stakeholders to ensure PP pupils across school with particular SEND are receiving same access to QFT.</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i></p> <p><i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i></p> <p><i>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</i></p>	6, 7
<p>Strong communication with families via website, Facebook, Dojo</p> <p>Subscription to Dojo provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff inc. phonics, curriculum and SATs workshops.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i></p> <p><i>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</i></p>	2, 7
<p>Subsidised trips, visitors and extracurricular opportunities for disadvantaged pupils to ensure equitable access to enrichment experiences that develop cultural capital, broaden background knowledge, and improve engagement, confidence and aspiration</p>	<p><i>Cultural Capital & Enrichment</i></p> <p><i>Disadvantaged pupils often have fewer opportunities to develop background knowledge and cultural capital. Providing access to trips, visitors and enrichment experiences helps to close this gap and supports engagement, motivation and aspiration.</i></p> <p><i>EEF – Improving Behaviour in Schools; Arts Participation; Outdoor Adventure Learning.</i></p> <p><i>Outdoor Adventure Learning (+4 months)</i></p> <p><i>Educational visits and outdoor learning experiences have a positive impact on pupils' self-confidence, teamwork, resilience and engagement with learning, which can translate into improved classroom outcomes.</i></p> <p><i>Outdoor adventure learning EEF</i></p>	

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 to 2025 academic year.

Key Performance Data – Headlines

End of Year Outcomes 2024-2025

EYFS	All (x/23= %)	PP (x/6= %)	
% GLD	65.2%	66.7%	
Communication	78.3%	100%	
Literacy	65.2%	66.7%	
Maths	73.9%	83.3%	

Y1 Phonics Pass	All (/24= %)	PP (x/6= %)	
Pass mark - 32	70.8%	66.7%	

Y4 Multiplication Check	All (x/17= %)	PP (x/9= %)	
20+ (80% pass)	52.9%	11.1%	
25/25 (100%)	0	0	
Average score	18.18	16.34	

KS2	ALL (x/14= %)		PP (x/9= %)			
	ARE +	GD	ARE +	GD		
Y6 Reading	60%	28.5%	40%	11.1%		
Y6 Writing	35.7%		33.3%			
Y6 Maths	46.7%	21.4%	30%			
Y6 RWM combined	35.7%		22.2%			
Y6 GPS	60%	14.2%	40%			

Y6 Science	50%		44.4%			
<u>Attendance 2024-2025</u>						
Kidsgrove Primary School PP Attendance				95.31%		
Kidsgrove Primary School Attendance				95.7%		

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
Essential Letters and Sounds	Oxford University Press
White Rose Maths	White Rose Maths
TT Rockstars	TT Rockstars
My Mini Maths	My Mini Maths
Boxall	Boxall
Pathways to Write	The Literacy Company
White Rose Science	White Rose
Kapow Schemes of Work	Kapow
Opening Worlds – RE, History and Geography	Opening Worlds

Further information (optional)

Our pupil premium spending prioritises high-quality teaching, targeted academic support and enrichment to address both attainment gaps and wider barriers to learning, particularly for disadvantaged pupils with SEND and SEMH needs.