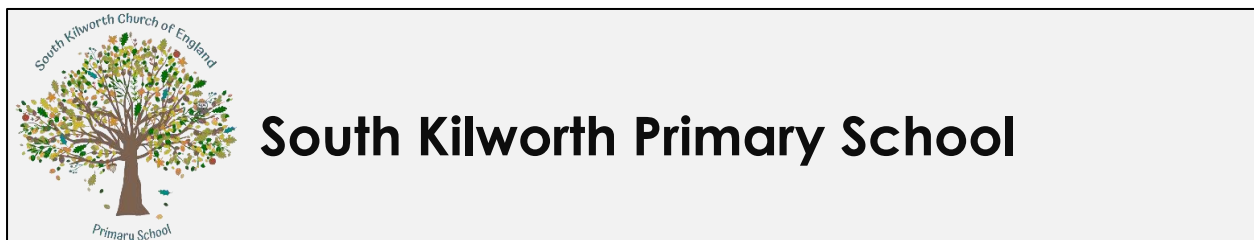


Pupil premium strategy statement 2025-2028



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	South Kilworth Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 20267
Statement authorised by	Local Governing Body
Pupil premium lead	R.Wood
Governor / Trustee lead	D Rimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,880
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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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	£18,880
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Part A: Pupil premium strategy plan

Statement of intent

As a Church school, we are deeply committed to promoting equity and ensuring equality of opportunity for every child. We strive to live out our Christian vision:

“Plant your roots in Christ and let Him be the foundation for your life. Be strong in your faith, just as you were taught. And be grateful.”

Grounded, Growing, Grateful (Colossians 2:7).

We are dedicated to ensuring that our disadvantaged pupils truly experience *life in all its fullness*. Every child should be able to access the full breadth of opportunities our school provides—(including educational visits, representing the school in sports, or taking part in performances and productions). Our Pupil Premium strategy is designed to ensure that disadvantaged pupils receive high-quality teaching and targeted support so they can make good or better progress and so that gaps in attainment are narrowed over time. We recognise that some pupils may not yet be working at age-related expectations, which can affect their ability to fully access the curriculum.

High-quality teaching is at the heart of our approach, with a strong focus on the areas where disadvantaged pupils most need support. Research consistently shows that excellent teaching has the greatest impact on closing the disadvantage gap, while also strengthening outcomes for non-disadvantaged pupils. Embedded within the intended outcomes of our plan is the expectation that the attainment of non-disadvantaged pupils will be sustained and improved alongside the progress of their disadvantaged peers.

We consider the needs of all children through the lens of disadvantage, regardless of whether they are formally eligible for Pupil Premium funding. We recognise that family circumstances can be fluid and complex. Disadvantage is not always linked to financial hardship; it may include emotional neglect in an otherwise comfortable home, or temporary challenges that affect a family's stability. We understand there is no 'typical' Pupil Premium child. Each pupil has a unique background, set of strengths, and needs. Our approach is therefore personalised, evidence-informed, and designed to provide the right support at the right time for each child.

Other barriers some pupils may face include limited financial access to cultural and enrichment opportunities. We are also committed to closely monitoring pupil

wellbeing and providing emotional support when needed, recognising that emotional challenges can significantly affect academic progress.

To ensure our approach is effective, we will:

- Ensure disadvantaged pupils are consistently challenged through ambitious, high-quality learning experiences.
- Act early, providing timely intervention as soon as need is identified.
- Adopt a whole-school responsibility, where every member of staff is committed to the success of disadvantaged pupils and holds high expectations for what they can achieve.

Challenges

Challenge number	Detail of challenge
1	Phonics and speech and language development. Pupils are entering school with more speech & language difficulties as well as, being less prepared for school.
2	Staff consistency - Challenges in maintaining consistent interventions across year groups. New staff members appointed to support new students.
3	Social, Emotional and Mental Health 31% of PP children require SEMH support; school SENDco time redirected to support these children.
4	Attendance and punctuality Attendance is 3% lower for PP children. Absence reduction for disadvantage pupils remains a priority.
5	Expectations and challenge for pupils continues to be a focus area for improvement for these pupils.

Intended outcomes

Challenge	Intended outcome	Success criteria
<p>Phonics and speech and language development. Pupils are entering school with more speech & language difficulties as well as, being less prepared for school.</p>	<p>Children are supported quickly to develop language skills Secure early reading and phonics so children are fluent readers</p>	<p>Quality first teaching is evident in all areas of the school and improves the attainment of all pupils High quality EYFS (Early Years Foundation Stage) provision with a focus on early language development - communication and language/ vocabulary is evident In all subjects there is a consistent culture of high expectations for teaching and learning Good assessment for learning ensuring highly focused learning opportunities The teaching of reading is a central school aim through broader curriculum, reading and word study to improve reading attainment among disadvantaged pupil</p>
<p>Staff consistency - Challenges in maintaining consistent interventions across year groups. New staff members appointed to support new students.</p>	<p>Interventions will be delivered consistently across year groups, with all support staff trained and equipped to provide high-quality provision. Clear systems will ensure continuity, enabling disadvantaged pupils to make sustained progress and benefit from effective support. Monitoring and evaluation processes will be strengthened to ensure the impact of interventions is measured consistently across year groups. Staff will be trained to use agreed systems, enabling reliable tracking of progress and</p>	<p>Interventions are delivered consistently across year groups, with all support staff trained and confident in their role. Pupil Premium children make sustained progress. Staff feedback shows increased confidence in using monitoring tools. Leaders can evidence impact of interventions in reports and reviews.</p>


	ensuring continuity despite staffing changes.	
<p>Social, Emotional and Mental Health</p> <p>31% of PP children require SEMH support; school SENDco time redirected to support these children.</p>	<p>Improve outcomes and learning behaviours for all disadvantaged children.</p>	<p>Reduction in logged SEMH-related incidents for targeted PP pupils on <i>MyConcern</i> by at least 30% by July 2027.</p> <p>In-class engagement scores (from teacher behaviour tracking or observations) improve by at least one band/category for targeted pupils over the academic year.</p> <p>Emotional Wellbeing and Self-Regulation Indicators</p> <p>Pupil voice surveys showing increased confidence and a sense of belonging</p> <p>Regular review cycles demonstrate that SEMH provision reduces barriers to learning, evidenced through: Improved attendance or reduced punctuality issues for targeted PP pupils. Increased participation in whole-class activities and group learning.</p> <p>At least 80% of targeted PP families engage with external partnerships, workshops, or referred support programmes (e.g., MHST, early help, parenting courses).</p>

<p>Attendance and punctuality Attendance is 3% lower for PP children. Absence reduction for disadvantage pupils remains a priority.</p>	<p>To support pupils and their families to improve attendance.</p>	<p>Attendance for disadvantaged pupils improves steadily, with persistent absence reduced. Families engage positively with school support, and pupils demonstrate improved readiness for learning as a result of consistent attendance.</p>
<p>Expectations and challenge for pupils continues to be a focus area for improvement for these pupils.</p>	<p>Disadvantaged pupils will experience consistently high expectations and challenge across all subjects, enabling them to develop resilience, independence, and confidence. As a result, they will make accelerated progress and achieve outcomes in line with their peers. All pupils in receipt of PPG have access to a range of clubs and activities.</p>	<p>Lesson observations and work scrutiny show pupils are consistently challenged and expectations are high. Pupil Premium pupils demonstrate improved resilience and independence when tackling challenging tasks (evidenced through pupil voice and teacher feedback). Progress data shows disadvantaged pupils making accelerated gains, narrowing the attainment gap. Staff consistently plan and deliver lessons with stretch and challenge embedded. Increased proportion of disadvantaged pupils achieving greater depth or higher standards. Participation of wider curriculum events shows the PP children attend an increasing amount. Children in receipt of PP represent the school in competitions and festivals.</p>

Activity in this academic year

Teaching

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and CPD for all staff throughout the school (Early reading and phonics / adaptive teaching).	<p>Education Endowment Fund</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF (Education Endowment Foundation)</p> <p>'Adaptive teaching describes the moment-to-moment responsiveness orchestrated continuously in the classroom by expert teachers.'</p> <p>– Alex Quigley, <i>The Adaptive Teaching Collection (2025)</i></p>	1,2, 3, 5
<i>Behaviour management training (Tom Bennett) Review of behaviour policy – all staff</i>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p></p> <p>Education Endowment Fund</p> <p><i>According to from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</i></p>	2, 3, 4
Learnat – Under-resourced CPD programme	LearnAT development work based on work of Lee Elliot-Major and Marc Rowland	2, 3, 5

<p><i>Working with our sister schools in phase teams to raise expectations and share best practise</i></p>	<p>“Participants in this study saw their collaborative work as leading to the achievement of personal and professional outcomes that result in or contribute to student learning and school improvement.” (Chaman 1990)</p> <p>“The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers, school improvement and organisational efficiency” Effective school partnerships and collaboration for school improvement: a review of the evidence 2015</p>	<p>1, 2, 3, 5</p>
<p><i>Precision training (support staff)</i></p>	<p>Education Endowment Fund 1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>2, 3</p>
<p>Intensive CPD for rapid improvement in the quality of teaching & pupil attainment</p>	<p>As the DfE's Standard for Teachers' Professional Development straightforwardly puts it, 'effective professional development for teachers is a core part of securing effective teaching.' In the words of Dylan Wiliam, 'every teacher needs to improve, not because they are not good enough, but because they can be even better.'</p>	<p>1, 2, 5</p>
<p>Phonics SW fidelity and matched reading materials/ CPD delivered to all new staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. Phonics – EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 5</p>
<p>Maths Hub Network</p>	<p>The EEF guidance for KS2 Improving Mathematics is based on a range of the best available evidence research.</p>	<p>2, 5</p>

Targeted academic support

Budgeted cost: £ 5,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pixel related therapies and interventions	Pixl Members Area	2, 5
Insight tracking software	Insight – Review case studies	2, 5
Intervention groups based on precision teaching (Including phonics)	Education Endowment Fund 1. Small group tuition has an average impact of four months' additional progress over the course of a year. (including music lessons)	2, 3,
Classroom support for pupils to access learning	2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3, 5

Wider strategies

Budgeted cost: £ 3,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to engage in the whole curriculum	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. "School attendance is crucial for academic success, well-being, and long-term social participation of young people. Students with social, emotional, and behavioural difficulties often experience challenges arising from, and affecting, interactions between themselves and their environment." – Enderle, <i>Perspectives of Students with Social, Emotional and Behavioral Difficulties (2025)</i>	3, 4, 5

Engagement of families	Education Endowment Fund 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3, 4, 5
Support for families to improve attendance.	Support for non-academic issues that impact success in school, such as attendance, behaviour, and emotional challenges	4
Provide opportunities for all pupils to have a role or responsibility within school.	<p>"...giving children responsibility fosters engagement, ownership, and motivation in their learning." – <i>Chartered College of Teaching, Pupil Voice and Agency: Exploring the Evidence Base</i></p> <p>Roles and responsibilities within school give pupils a sense of worth and have a positive effect on their wellbeing, which in turn is reflected in attendance, behaviour and motivation to learn.</p>	3, 4, 5

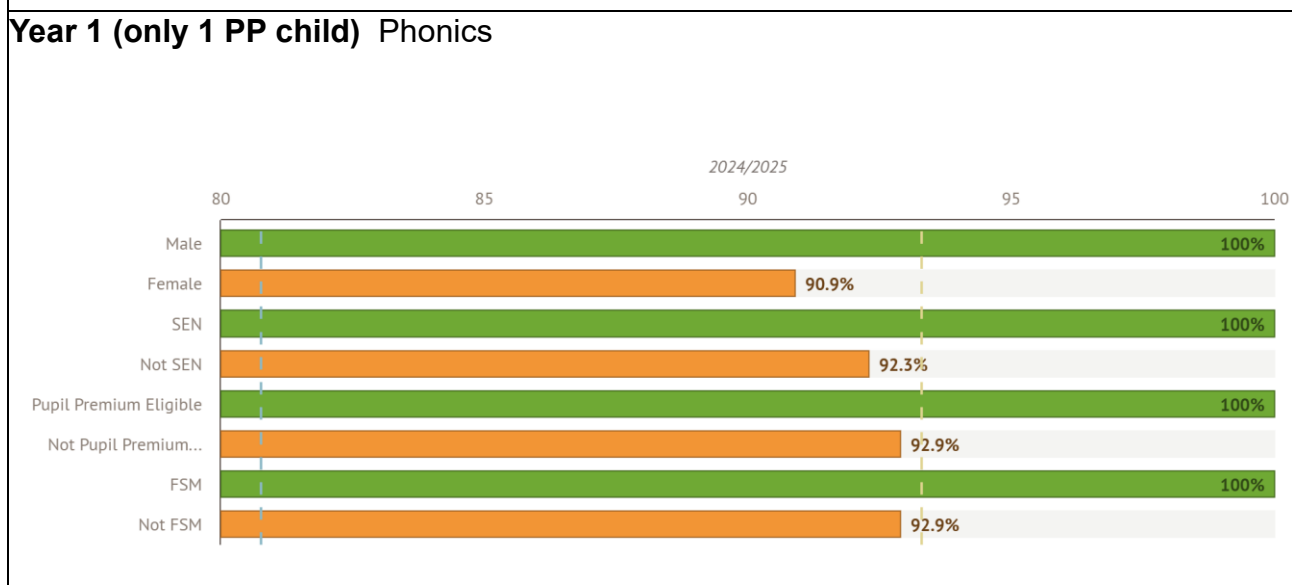
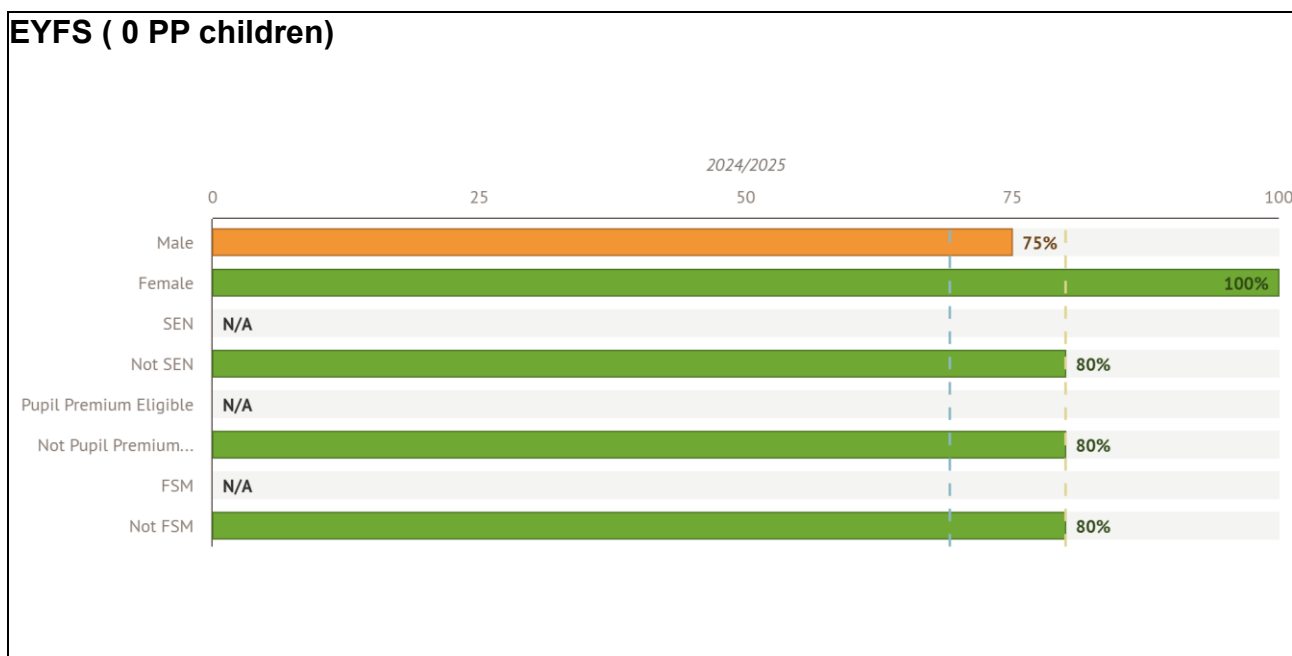
Total budgeted cost: £ 18,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. When compared to national data these comparisons are to be considered with caution due to the size of the data sets as pupil cohorts are small.

Disadvantaged pupils at South Kilworth C of E Primary School:



Year 2

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

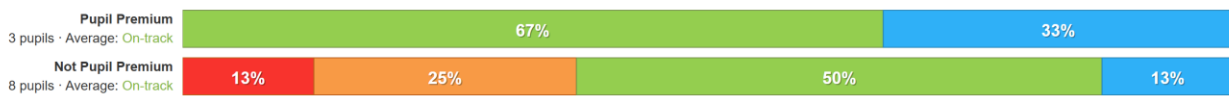
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Year 3

Reading

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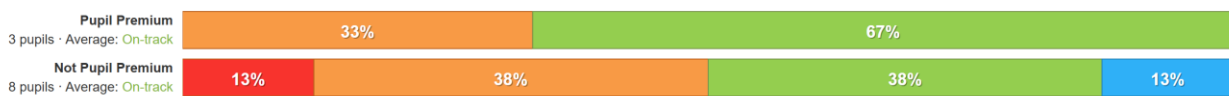
Writing

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Maths

Legend Well below Just below Expected Above No data



Year 4

Reading

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Writing

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Maths

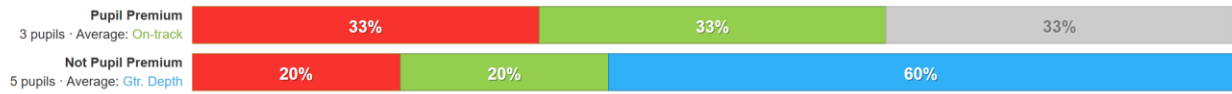
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Year 5

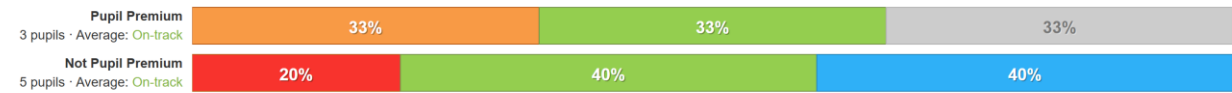
Reading

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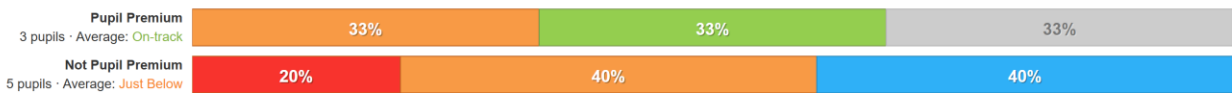
Writing

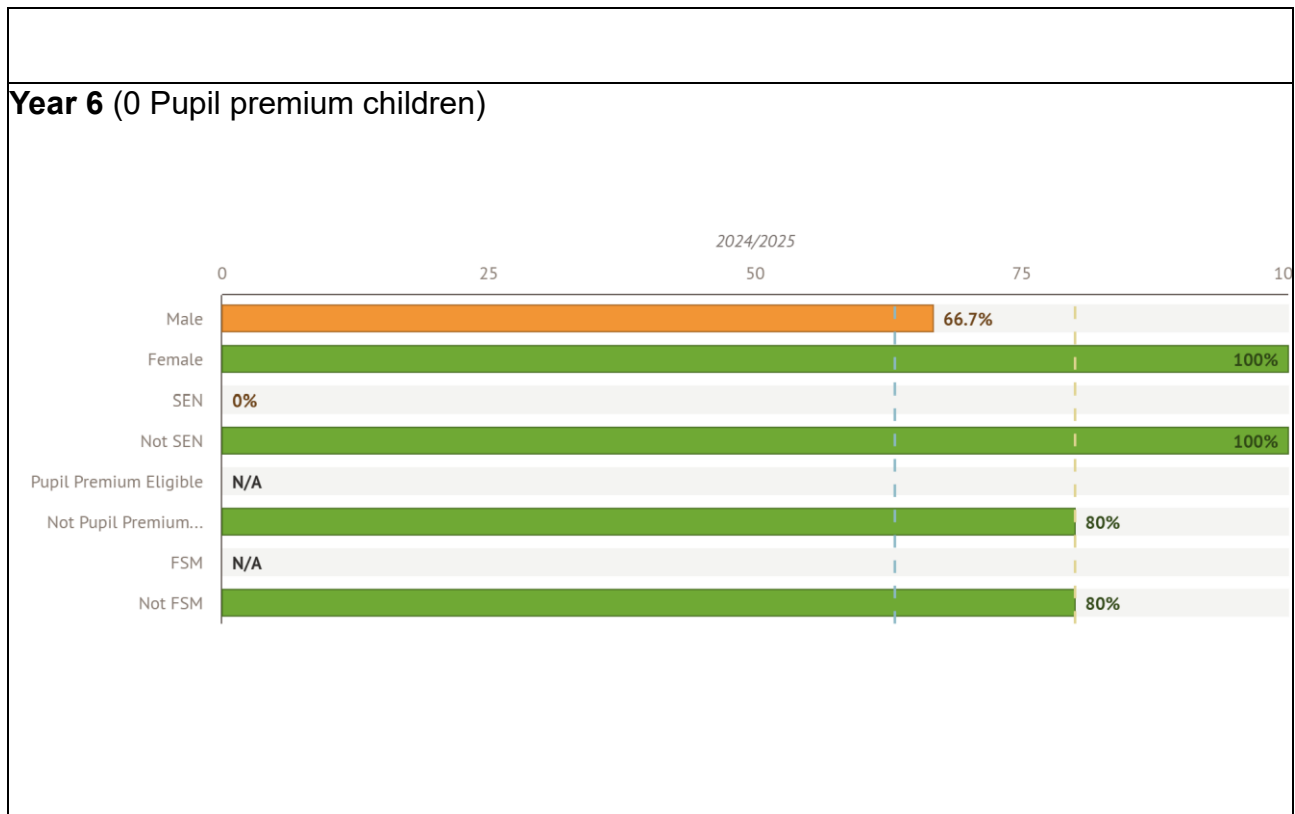
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Maths

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Phonics Data 2024/25

100% of PP children in Year 1 passed the Phonics Screening. (1pupil premium child)

End of Key Stage 1 Data 2024/25:

1 pupil = 100% of pupil premium children. 100% achieved expected in all areas.

End of Key Stage 2 Data 2024/25:

0 Pupil Premium children in this data set.

Pupil Premium Evaluation and Strategy

The data demonstrates that disadvantaged pupils are performing well compared to national disadvantaged data, according to both national benchmarks and our internal tracking up to Year 6.

Our evaluation of approaches delivered in the last academic year indicates that high-quality CPD, focused on improving teaching standards, has positively impacted pupil outcomes for the majority of pupils. This has ensured strong progress and attainment across most year groups.

Current Pupil Premium Profile and Outcomes

- Reception: 0 pupils
- Year 1: 1 pupil – achieved well
- Year 2: 2 pupils – 50% achieved well
- Year 3: 3 pupils – all achieved well
- Year 4: 2 pupils – both achieved well, particularly in maths and writing
- Year 5: 3 pupils – all on track
- Year 6: 0 pupils

This profile shows that while numbers are small, outcomes for disadvantaged pupils are strong overall, with targeted support continuing to ensure equity and progress.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The allocation was primarily spent on classroom support, ensuring service children received targeted assistance during lessons and interventions. Additionally, funding was used to support their wider development and inclusion in enrichment opportunities.

What was the impact of that spending on service pupil premium eligible pupils?	The combination of classroom support and access to external activities helped service pupils maintain continuity in learning and emotional well-being, particularly during times of transition. This contributed to strong engagement and progress in core subjects, while participation in enrichment activities enhanced confidence, social skills, and a sense of belonging.