

Kiwi Primary School



Pupil Premium Strategy Reporting to Parents

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	Kiwi Primary School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	17 (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 to 2029/2030
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Laura Eatherington, Headteacher
Pupil premium lead	Laura Eatherington
Governor / Trustee lead	Angela Baylis, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,004
Recovery premium funding allocation this academic year (including school led tutoring)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year Pupil Premium funding is paid on a financial-year basis (1 April–31 March). The academic-year figure for 1 September 2026–31 August 2027 has been calculated by pro-rating the confirmed DfE allocation for 2026/27 (7/12 = £25,316) and adding a provisional estimate for Apr–Aug 2027 (5/12 = £9,687). The provisional Apr–Aug 2027 amount is based on our current MIS snapshot of 17 FSM eligible pupils and an internal per-pupil proxy (£1,550 per	£35,004

pupil per year) derived from the 2026/27 allocation; this figure will be updated on this page if the DfE issues a different 2027/28 allocation.	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Communication and Language than their peers. This negatively impacts their development.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by trauma including partial school closures during the COVID pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the past few academic years. 40 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group or 1:1 interventions.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 10% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This

	is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading (KS1): By July 2027, 68% of disadvantaged pupils in KS1 will meet the expected standard in reading (baseline July 2026: 54%). Reading (KS2): By July 2027, 75% of disadvantaged pupils in KS2 will meet the expected standard in reading (baseline July 2026: 62%).
Improved maths attainment for disadvantaged pupils at the end of KS1.	Maths (KS1): By July 2027, 65% of disadvantaged pupils in KS1 will meet the expected standard in maths (baseline July 2026: 50%).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By July 2027, reduce the number of disadvantaged pupils requiring weekly one-to-one SEMH intervention from 50% to 20% and increase those recording positive wellbeing measures on school SEMH checklist by 40% from baseline. By July 2027, increase disadvantaged pupil uptake in extra-curricular enrichment from 0% to at least 50% of disadvantaged cohort.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduce persistent absence for disadvantaged pupils from 28% (baseline Sep 2026) to ≤15% by July 2027.

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

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	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:	1, 2, 3,

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
We will fund Management release time and training for our Phonics and Literacy Lead to develop reading across EYFS, KS1 & KS2.	Evidence from educational research highlights several core ways a specialised literacy lead improves student reading outcomes: • Staff Professional Development • Targeted Interventions • Whole-School Curriculum Alignment • Data-Driven Monitoring https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Improve the quality of social and emotional (SEL) learning, including access to ELSA and Time to Talk counselling. SEL approaches will be embedded into routine educational practices and	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):	4

supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional reading comprehension sessions targeted at disadvantaged pupils who require further support.	Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide intervention for pupils whose education has been most impacted by past trauma, including the COVID pandemic.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on a trauma informed approach to behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours with high levels of mobility, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Robust and rigorous attendance strategy in place which includes: • A Senior Attendance Champion (Laura Eatherington, Headteacher) • Access to DFE/RISE/LA training and support • Training and support for our Admin Officer (including DDSL training) • Regular monitoring of attendance and robust follow up systems when concerns are identified • Monitoring of family wellbeing by all staff	“Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in absence would result in many pupils receiving greater benefit from their education.” The National Audit Office.	5

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 2025 to 2026 academic year.

Our internal assessments during 2025/26 suggested that the performance of disadvantaged pupils was generally in line with that of non-disadvantaged pupils with the vast majority of disadvantaged learners making good progress from their starting points in reading, writing and maths. Of the 21 FSM pupils who were assessed at the end of the academic year, 62% made at least expected progress in Reading, 52% in writing and 62% in maths.

Of the 15 disadvantaged pupils who do not have an EHCP for significant and complex learning needs, the percentage of children achieving expected levels increased over the year from 23% to 67% in reading, from 14% to 60% in maths and from 14% to 26% in writing.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have improved this year, however, there remains an ongoing requirement for regular social, emotional and mental health support for many of our pupils and this was particularly the case for disadvantaged pupils. 100% of our 21 disadvantaged pupils accessed targeted SEMH interventions this year supported by pupil premium funding. This work will continue to take place during academic year 2026 – 2027.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.