

# Pupil premium strategy statement – Kingsway Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sam Bradbury
Pupil premium lead	Natalie Limb
Governor / Trustee lead	June Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183,865

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingsway Primary School we are committed to removing barriers to success for all of our children and close any gaps between their peers ensuring that every child maximises their potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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.

Our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning.

We will consider the challenges faced by pupils with additional vulnerabilities, such as those who have a social worker and young carers. However, the activity we have outlined in this statement is also intended to support needs, regardless of additional vulnerabilities. We will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.

Quality-first 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 all 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, notably in targeted support for identified pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 by school staff and speech and language professionals, observations and discussions with pupils have highlighted gaps in oral language skills and vocabulary. This is particularly evident when children join the school in F2 but is also an issue for a small but significant group of older children.
2	Assessments, observations and discussions with pupils indicate our disadvantaged children have lower phonics outcomes than peers.
3	Our assessments, observations and use of pupil voice indicate that the education and well-being of many of our disadvantaged pupils is impacted by limited exposure to a rich and varied curriculum and the associated learning and enrichment opportunities. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
4	Poor attendance is an issue for a number of our disadvantaged children.
5	Assessment data shows lower attaining disadvantaged pupils often make less progress in reading and writing than their peers. They frequently lack fluency, comprehension and inference skills.

## 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
To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2	Disadvantaged pupils in F2 make accelerated progress in speaking, listening and understanding across three terms. At the end of F2 the proportion of disadvantaged pupils meeting age related expectations in speech increases in line with peers. Targeted pupils in KS1 and 2 make progress through the school's speech and language support.

Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard in contrast to 80% of all pupils. This gap will be closed.
All children leave primary school with a broad knowledge of the world enriched through varied experiences	Teaching will be consistently high quality in all areas of the curriculum. The Kingsway Curriculum will provide a broad and balanced body of knowledge which is progressive over time. Teachers will effectively use a range of retrieval techniques to build children's schema over time. Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Attendance with disadvantaged children is in line with other children in school	School will work successfully to improve the attendance of disadvantaged children through the continued use of an attendance graduated approach. School will work with external agencies (where necessary) to provide more intensive support
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 45% of disadvantaged pupils met the expected standard.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Management release time for subject leads to allow further monitoring of subject areas and curriculum development.	Organised curriculum approaches with lots of opportunities for retrieval and practise ensures that learning is progressive and sequenced so that it effectively links to and builds on prior knowledge.  <a href="#">Learn how to Study Using... Retrieval Practice — The Learning Scientists</a>  <a href="#">A Complete Guide to Rosenshine's Principles of Instruction   InnerDrive</a>	1, 2, 5
Purchase tracking software to identify and develop small steps in learning for all children including the most disadvantaged	<a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5
Subscription to 'Rocket Phonics' so staff can access all training, weekly newsletter, updated planning and assessment tools  Release time for Key Stage lead to ensure ongoing fidelity to the scheme continues through monitoring and coaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language training and intervention delivery using school staff and outside providers	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">What works database (ican.org.uk)</a>	1
1:1 and small group reading, phonics and	Reading comprehension strategies are high impact on average (+6 months).	1, 2, 5



<p>Provide support for families with before and after school clubs and childcare, enrichment and extra-curricular activities</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/magic-breakfast">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-pupil-premium">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>Continue to develop OPAL play to ensure enrichment opportunities during the school day</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-pupil-premium">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>Provide families with school uniform and resources (water PE kits, bottles, and book bags)</p>	<p>Parent carer and pupil interviews show need for access to uniform and educational equipment</p>	<p>3, 4, 5</p>
<p>Provide support to improve attendance with external agencies if necessary</p> <p>Full time family support worker to support with attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Improving_school_attendance_support_for_schools_and_local_authorities.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.durringtonresearchschool.co.uk/evidence-informed-approach-to-attendance/">An evidence informed approach to...   Durrington Research School</a></p>	<p>3, 4</p>

**Total budgeted cost: £186, 865**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcome 1: To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2**

Children with speech and language concerns are now identified within their first term in F2. They are assessed for levels of speech need in conjunction with a professional speech therapist and a personalised SLT plan is put in place to be worked on with specialist TA support. An NHS SALT referral is also completed to ensure consistency in support if children leave or move. Children in KS1 and 2 with identified need have also been assessed and have SALT plans in place. Regular assessments show an improvement for all children who have taken part in sessions.

#### **Outcome 2: Improved phonics attainment among disadvantaged pupils.**

Phonics data shows the outcomes for children in receipt of Pupil Premium funding is slightly below that of peers. (In this data set that gap represents one child.)

Outcomes for children in receipt of Pupil Premium funding were above the average for both the Ashfield area and Nottinghamshire as a whole.

#### Year One

Kingsway FSM 77.8%

Kingsway None FSM 81.8%

Kingsway all children 80%

Ashfield FSM 66.9%

Ashfield Non FSM 81.7%

Ashfield all 79.7%

Nottinghamshire FSM 64.4%

Nottinghamshire None FSM 83.2%

All Nottinghamshire children 79.7%

National FSM 66.8%

National None FSM 83.4%

National all 80%

Year Two Resits

Kingsway FSM

Kingsway None FSM

Kingsway all children

Ashfield FSM 78.2%

Ashfield None FSM 91.6%

Ashfield all 87.7%

Nottinghamshire FSM 80.3%

Nottinghamshire None FSM 92.9%

All Nottinghamshire children 90.1%

National FSM NO DATA

National None FSM NO DATA

National all NO DATA

**Outcome 3: All children leave primary school with a broad knowledge of the world enriched through varied experiences**

Teaching and learning is regularly monitored by subject leaders and members of the leadership team. Good practice is shared within the teaching team.

Curriculum leads have developed a 'Learning at Kingsway' pedagogical approach and this approach is evident across school. Topic areas and curriculum coverage have been further developed and refined to support children with their understanding of the world.

Children are encouraged to participate in extra-curricular activities and participation is monitored. Pupil voice is utilised to ensure extra-curricular activities provided are in line with pupil interests.

Disadvantaged pupils are encouraged to take part in residential trips and all school visits which further enhance learning. Funding is used to support payment to encourage participation.

**Outcome 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

The family support worker is working with parents to support children's emotional health and wellbeing. Parents and carers have access to a range of workshops and personal development opportunities through the year.

All children have access to ELSA sessions as needed and outcomes of this are monitored using Motional.

Work has been completed to refresh the PSHE curriculum and this is ongoing in light of the changes for Autumn 2026.

OPAL has been introduced and is now being further refined and developed across school to develop play opportunities during the school day.

A new outdoor classroom is being developed to further enhance learning experiences for all children.

**Outcome 5: Attendance with disadvantaged children is in line with other children in school**

Kingsway uses the ATTEND and ARNA framework to support attendance. Rates of persistent absence have continued to improve.

Governors have voted to introduce fining for unauthorised absences in line with government and local authority requirements.

A full-time family support worker has now been employed and is supporting individuals and families as need is identified.

Absence Rates:

Kingsway FSM 8.53% (whole year 7.82%)

Kingsway all children 5.94% (whole year 5.72%)

Nottinghamshire FSM 7.5%

All Nottinghamshire children 4.8%

National 5.1%

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Persistent Absence:

Kingsway FSM 26.67% (whole year 24.21%)

Kingsway all children 16.29% (whole year 15.7%)

Nottinghamshire FSM 24.1%

All Nottinghamshire children 12%

National 13.3%

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Severe Absence:

Kingsway FSM 2 children

Kingsway all children 2 children

Nottinghamshire FSM 1.5%

All Nottinghamshire children 0.8%

National 0.9%

**Outcome 6: Improved reading attainment among disadvantaged pupils.**

**EYFS GLD**

Kingsway FSM 40%

Kingsway None FSM 65%

Kingsway all children 60%

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Ashfield FSM 50.4%

Ashfield None FSM 69.7%

Ashfield all 65.8%

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Nottinghamshire FSM 47%

Nottinghamshire None FSM 71%

All Nottinghamshire children 67.5%

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National FSM 51.5%

National None FSM 71.5%

National all 68.3%

KS1 Reading

Kingsway FSM

Kingsway None FSM

Kingsway all children

KS2 Reading

Kingsway FSM 83.3%

Kingsway None FSM 94.7%

Kingsway all children 88.4%

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Ashfield FSM 60.7%

Ashfield all 71.8%

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Nottinghamshire FSM 61.2%

All Nottinghamshire children 75.6%

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National FSM 63.3%

National all 75%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

DART	Nottinghamshire Police
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose
Literacy Shed	Ed Shed
Nessy	
Sport 4 Kidz	Sport 4 Kidz

## Further information (optional)

School Council –Our active school council is run by elected members of Year 6. All classes from Years 1 to 6 are represented by 2 children elected from each class. All members of the school council meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.

- Kingsway KIT (school values) – School has always had a strong sense of Kingsway as a whole family who look out and care for each other. Our ‘Kingsway KIT’ values of kindness, independence and teamwork sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.

- After School Clubs – These are led by school staff and outside providers. They provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, learn the skills of a new sport, acquire new academic skills and also to mix with children who may be outside their year groups.