Pupil premium strategy statement: Kilmington 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	74
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Alison Mackey (Executive Head)
Pupil premium lead	Lee White (Head of School)
Governor / Trustee lead	Chris Dack (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,500
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*	£15,500

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to:

- Diminish differences in attainment, progress, attendance, and wider outcomes between disadvantaged pupils and their peers.
- Ensure disadvantaged pupils experience high-quality teaching, strong pastoral support, and rich opportunities.
- Remove barriers related to attendance, early language, reading, SEMH needs, and enrichment.
- Use funding strategically, transparently, and based on evidence.

Pupil Premium funding is viewed as a tool to improve outcomes, not a label for pupils.

Challenges

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

Challenge number	Detail of challenge
1	*Academic Barriers* • *Limited early language development* • *Gaps in phonics, reading fluency and comprehension* • *Restricted vocabulary and background knowledge* • *Inconsistency in writing stamina and independence*
2	*Attendance and Engagement* • *Persistent absence*
3	*Social and Emotional Barriers* • *Low self-confidence and resilience* • *SEMH needs linked to anxiety, trauma, low self-esteem*
4	*Wider Barriers* • *Reduced access to cultural and enrichment opportunities* • *Financial barriers* • *Parental confidence in supporting learning at home*

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
Diminish differences in attainment, progress, attendance, and wider outcomes between disadvantaged pupils and their peers.	-PP pupil progress will be in line with their non-PP peers -PP attainment will improve so that they achieve in-line with their peers over time
Ensure disadvantaged pupils experience high-quality teaching, strong pastoral support, and rich opportunities.	-PP pupils will access high quality teaching in every lesson -pastoral needs of PP pupils are assessed regularly and interventions put into place -PP pastoral needs are monitored regularly and interventions monitored for effectiveness -PP pupils access the same wider opportunities as their peers (trips, clubs, enrichment)
Remove barriers related to attendance, early language, reading, SEMH needs, and enrichment.	-SALT needs identified in the early years -SEND needs are identified early and referrals made quickly. -Additional funding requests are made -Reading squads identify those who need catch up / keep up intervention -Early Help offered to disadvantaged families; signposting to Family Hubs -Extra curricular activities (trips, clubs, enrichment) are chosen to close gaps for those who would not normally access wider opportunities
Use funding strategically, transparently, and based on evidence.	-Staffing is allocated on a half termly basis depending on current needs. -Analysis of approach and impact are monitored half termly and changes made where needed. -Termly provision mapping to close gaps swiftly

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: £7750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of regular assessments for all to identify and address gaps and put interventions in place	• Regular assessment in phonics and use of heat map to identify gaps • Little Wandle "Keep up" programme to ensure pupils do not fall behind • Daily reading for less fluent readers • Regular fluency assessments to ensure that pupils are accessing the correct level reading books	1
Adaptive teaching and learning environment	• OAIP training for all led by SENDCO • Charts of adaptations available in each class and on provision mapping tool • Extra resources purchased EG ear defenders, wobble cushions available in each class • Box of fidgets kept in school	1
Precise learning objectives that are revisited numerous times	• Curriculum delivery is developed with very specific key learning outcomes. • Teaching refers back to previous learning in every lesson • Retrieval practice is built into curriculum design with cumulative quizzes • Jurassic Hub Maths Mastery Project training to develop improved maths learning	1
SEMH support	• Introduction to the NHS Mental Health Support Team who have offered more signposting for parents • Provision of transition workshops • SCARF day "Belonging" • PSHE curriculum that covers mental health • Mental health posters signposting children to members of staff that they can talk to.	3

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

Budgeted cost: £4650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of regular assessments to identify and address gaps and put interventions in place	• NELI • Little Wandle catch up by fully trained staff who are regularly monitored by English lead • Daily reading sessions in groups of matching ability to ensure very well matched books to individual levels • Regular fluency assessments to identify progress through the book banded levels	1
Reading for Pleasure	• Professional Development of English lead and Head of School using OU Reading for Pleasure Community • Introduction	4
Trips that build self confidence, resilience and reduce anxiety	• Residential trips for PP pupils are reduced by 50% • School trip cost are kept to a minimum. Local venues used to reduce anxiety due to familiarity • Trips that are primarily linked to a curriculum area also include elements to improve confidence, reduce anxiety and build resilience	2 3 4

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

Budgeted cost: £3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular attendance analysis and actions taken by Head of School	• Twice yearly information sent to parents regarding term time holidays • Half termly data analysed and actions taken in a timely manner • Letters are personalised for each set of circumstances • Discussions with inclusion partner regarding more complex cases	2

	• Monthly newsletters include whole school attendance data and explanations as to how attendance gaps can build up • Regular open afternoons during school time to encourage attendance	
Target children for quality interactions	• A chart has been devised that summarises all children with barriers to learning – all staff have access to this • PP pupils are targeted for additional adult interactions at various points throughout the day • PP pupils will have a range of interactions with a large number of adults	3 4
Cultural trips and opportunities	• Orchestra trip for KS2 • Theatre trip • Visiting puppet show • Cello lessons for Year 6 • Visit to local library and signing everyone uo with library cards	2 4
Celebration of learning behaviours	• Weekly certificates from each class that celebrate effort rather than attainment • PP children receive regular certificates that focus attention on their involvement in their own learning	2 3 4
SEMH support	• Working with MHST service • Provision mapping identifies pastoral support	
Practical support	• Pre-loved uniform store accessed at any time • 50% reduction in trip fees	4

Total budgeted cost: £15,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Percentage children at or above age related expectations

PP compared to non-PP

End of summer term 2026 data

Year		Maths	Reading	Writing
Year 1	PP	67	67	67
(2/9 PP)	NON - PP	20	100	83
Year 2	PP	0	0	0
(1/4 PP)	NON - PP	67	67	100
Year 3	PP	50	50	50
(2/13 PP)	NON - PP	82	73	55
Year 4	PP	25	25	25
(4/15 PP)	NON - PP	36	64	45
Year 5	PP	67	33	33
(3/11 PP)	NON - PP	25	25	63
Year 6	PP	50	50	50
(4/15 PP)	NON - PP	81	91	82

At Key Stage 2 PP children who did not have identified SEND all achieved the required standard.

There is an ethos of high expectation in all classes for all children, including those with SEND, PP and other barriers to learning

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.