

Pupil premium strategy statement – Kates Hill 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	432
Proportion (%) of pupil premium eligible pupils	39%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Mrs L Woodhouse Mr D Pardoe
Governor / Trustee lead	Halina Sikabofori

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,646
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£255,646

Part A: Pupil premium strategy plan

Statement of intent

Kates Hill Primary recognises the importance of spending the Pupil Premium Grant on strategies and resources that work and are effective in making a positive difference to our disadvantaged children. The school aims to combat their many barriers to learning and close any gaps in achievement so that they can be as successful as their non-disadvantaged peers. The school aims to ensure that all teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for all pupils who belong to vulnerable groups. This is achieved through:

- Analysis of achievement data to ensure that we are successfully closing gaps.
- Opportunities to access a wide range of enrichment activities.
- Targeted Speech and Language Therapy support in Early Years Foundation Stage and Year one.
- Tracking the progress of intervention programmes that they are accessing as well as any other support they and their families receive.
- Monitoring of in-class support, intervention programmes and any other provisions to ensure that high quality delivery takes place enabling the pupils to maximise on their effectiveness.
- Detailed book scrutiny to ensure that progress within books is comparable.
- Feedback from any additional outside agencies that are utilised, for example from the professional counselling service.
- Investing in resources to increase children's confidence and learning through baseline tests, workbooks and revision aids.

Careful analysis, of all of the above, is carried out to ensure that successful strategies are identified, and the impact that they are having on the targeted pupils is noted.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage. Baseline data shows that in most years around 75% of our pupils start school performing below or way below age related expectations.

2	Diagnostic assessments indicate underdeveloped language skills, vocabulary and receptive language among many disadvantaged pupils. Many have low scores on Wellcomm (speech and language toolkit)
3	Disadvantaged pupils need to develop resilience and independence in order to reach their full potential and be aspirational in their futures.
4	Attendance is often below national, with persistence absence for disadvantaged pupils being the highest of all groups within the school, thus impairing their academic achievement.
5	Diagnostic assessments show disadvantaged pupils, in many year groups, make less progress than other pupils in reading, writing and maths.
6	Gaps in mathematical fluency and understanding relation to reasoning and mastery at the end of Key Stage Two.

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 close the attainment gap between disadvantage and non-disadvantaged pupils when reaching Age Related Expectations (ARE).	Data will show a narrowing of the gap between disadvantaged and non-disadvantaged groups in reading, writing and maths.
To increase the proportion of disadvantaged pupils meeting the higher standard by the end of KS2 in reading, writing and maths.	The proportion of disadvantaged pupils attaining the higher standard in reading, writing and maths at the end of KS2 will increase.
To increase capacity in school to improve Speech and Language in the Early Years Foundation Stage and KS1. Thus, resulting in an increase in GLD in reception.	An increased proportion of disadvantage pupils developing curriculum vocabulary, improving their reading and writing skills enabling pupils to make progress in baseline tests. Wellcomm programme will be utilised to improve outcomes.
To improve the attendance of disadvantaged pupils and reduce the number of pupils deemed to be persistently absent (PA).	Attendance of disadvantaged pupils will be improved, with a greater amount closer to the national average. The number of pupils judged as PA will reduce overtime.
To close the attainment gap between disadvantaged and non-disadvantaged pupils in relation to achieving the expected standard in the Year One Phonics Screening Check.	Disadvantaged pupils achieve in line with their counterparts.

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: £107,590.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce gaps between disadvantaged and non-disadvantaged pupils through high-quality first teaching.	Coaching and high quality CPD can have a positive effect on teaching techniques and practice. Thus, ensuring high-quality teaching occurs in every lesson which is the most important lever to improve pupil attainment. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,4 and 5
The achievement of disadvantaged pupils is in line with non-disadvantaged pupils and any attainment gaps diminish in all year groups.	Through closing the attainment gap, with a good education, it can transform lives for the better. EYFS has a huge promise of preventing the attainment gap becoming entrenched before the children start school. In turn, over all high-quality teaching leads to greater improvements. Closing the attainment gap EEF (educationendowmentfoundation.org.uk)	3
Embed 'The Write Stuff' to raise attainment in Writing across the school.	Through utilising Jane Considine's approach to teaching writing, using a clear and systematic approach we will be able to support struggling writers to become successful writers. The high-quality modelling, which is supported in this approach ensure that all pupils can succeed. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,2,4 and 5
Enhance mental fluency across the school to ensure all children can develop rapid recall and fluency.	By prioritising the teaching and learning of times tables across all year groups, it ensures children develop rapid recall and fluency. This underpins their ability to confidently apply multiplication and division facts across a range of mathematical contexts. To support fluency, we implement our MAP (Mental Arithmetic Programme) across Key Stage 2, enabling pupils to build confidence and speed in a wide range of number skills. In Key Stage 1 and Early	3 and 6

	<p>Years, we embed the Mastering Number programme to develop strong number sense and secure foundations in early arithmetic.</p> <p>NCETM-</p> <p>Mastering Number: Building strong foundations in early maths NCETM</p>	
Embed the use of 'Colourful Semantics' to raise attainment in Writing for pupils with SEND across the school.	<p>Through utilising the Colourful Semantics approach to support pupils to develop their spoken and written language, we will be able to support the development and understanding of sentence structure in turn enabling struggling writers to become successful writers.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2,4 and 5
Welcomm intervention for language development for disadvantaged and EAL pupils	<p>The Welcomm toolkit provides targeted support to improve speech and language skills in EYFS and KS1 addressing vocabulary and communication challenges.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
Targeted attendance monitoring and family engagement.	An attendance officer will monitor and engage with families of disadvantaged pupils to reduce absenteeism and improve punctuality.	4

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

Budgeted cost: £78,178.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to offer targeted daily phonics support using Read Write Inc Phonics.</p> <p>£40,047.15</p>	<p>Phonics approaches have a strong evidence base that indicate as positive impact on the accuracy of word reading. So targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2 and 4

Continue to offer 1:1 and small group interventions in reading, writing and maths. £8,788.15	Tuition which targets specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups. Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk) One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 4 and 5
Continue to implement and utilise Wellcomm (a speech and language toolkit) to support language development. £3,135.60	Implementing a targeted oral language intervention to explicitly extend pupils spoken language. Impact in the Early Years Foundation Stage is + 7 months and in KS1 and KS2 + 6 months. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
Continue to improve on the attendance of disadvantaged pupils to bring it in line with national expectations. £26,207.51	Pupils with the highest attainment at the end of KS2 have higher rates of attendance. Interwoven into this is, for vulnerable pupils, regular attendance is a protective factor. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1,4 and 5

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

Budgeted cost: £69,877.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage the services of the Trust's strategic Attendance Support Role. In addition to this actively engage with the Local Authority, Targeted Support Meetings (TSM) for attendance and liaise with our given attendance officer.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Good attendance at school and good punctuality is necessary for education to be successful. DfE Guidance - Working together to improve school attendance - GOV.UK	3

£26,207.51		
<p>Subsidise enrichment and extra-curricular activities.</p> <p>Promoting:</p> <ul style="list-style-type: none"> -Equal opportunity. -Enhanced cultural capital. -Improved engagement and motivation. -Development of social and emotional skills. -Raising aspirations. -Narrowing the attainment gap. <p>£19,286.77</p>	<p>Poor cultural capital results in limited knowledge of the wider world and lack of first-hand experiences.</p> <p>Nuffield Foundation- The Value of After School Clubs for Disadvantaged Children -</p>	4, 5 and 6
<p>Hamish & Milo Emotional Wellbeing Intervention</p> <p>£19,383</p>	<p>Hamish & Milo are dedicated to improving children's mental health, wellbeing and social and emotional development through evidence-based programmes, resources, training, and software. Their comprehensive range of evidence-based programmes supports a whole school graduated response to help the rising numbers of children with SEMH and SEND needs and research is demonstrating the positive impact that Hamish & Milo programmes are having on children's wellbeing, behaviour, attendance, and learning.</p>	3 and 4
<p>Contingency fund for acute issues.</p> <p>£5,000</p>	<p>We have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-6

Total budgeted cost: £255,646

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

	All children	Disadvantaged children	Non-disadvantaged children
Children who achieved Good Level Development	45%	43%	46%

Year 1 Phonics

	All children	Disadvantaged children	Non-disadvantaged children
Children who passed	78%	34%	46%

Year 2 Phonics

	All children	Disadvantaged children	Non-disadvantaged children
Children who passed their retake	83%	17%	39%

Year 4 Multiplication Check

	All children	Disadvantaged children	Non-disadvantaged children
Children who achieved 20/25 or more	83%	47%	53%

KS2 SATs

	All children	Disadvantaged children	Non-disadvantaged children
Expected Standard in Reading	78%	79%	73%
Greater Depth Standard in Reading	34%	25%	36%
Expected Standard in Writing	73%	71%	73%
Greater Depth Standard in Writing	20%	21%	18%
Expected Standard in Maths	73%	68%	58%
Greater Depth Standard in Maths	25%	21%	18%

Attendance

Attendance Headlines for Kates Hill Primary 2024-25

	Kates Hill Primary	National
Whole School	93%	95%
Disadvantaged Pupils	91%	95%
Non-Disadvantaged Pupils	95%	95%

Persistent Absence Headlines for Kates Hill Primary 2024-25

	Kates Hill Primary	National
Whole School	22%	14%
Disadvantaged Pupils	33%	14%
Non-Disadvantaged Pupils	11%	14%

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.

Programme	Provider
Wellcomm	GL Assessment
Read Write Inc Phonics	Ruth Miskin Phonics
Learning Resource Platform	Purple Mash
Programme of staff CPD	National College
Times Table Rockstars	Maths Circle Ltd
White Rose Maths	Trinity MAT
Learning Resource Online Platform – FLASH – 5 licences supporting English as an Additional Language	FLASH Academy