

# Pupil premium strategy statement – Kempford Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	70
Proportion (%) of pupil premium eligible pupils	11.4%
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> )	2025-2027
Date this statement was published	10 <sup>th</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	Helen Seward
Pupil premium lead	Helen Seward
Governor / Trustee lead	Gemma Di-Lella

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,645
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£20,645

# Part A: Pupil premium strategy plan

## Statement of intent

At Kempsford Church of England Primary School, our Pupil Premium strategy focuses on securing high-quality teaching, addressing individual learning gaps, and supporting the wider wellbeing of our disadvantaged pupils. Our approach begins with a clear commitment to *Quality First Teaching* (QFT), recognising that it is the single most effective way to ensure all children become successful and confident learners. To strengthen QFT across the school, we prioritise ongoing professional development so that staff can continually enhance their subject knowledge and pedagogical expertise.

A key element of our strategy is the targeted use of interventions. Teachers carefully identify specific academic gaps and plan evidence-based support to help pupils make accelerated progress. In addition, we have invested significantly in improving the skills and effectiveness of our Teaching Assistants through rigorous training and coaching. This development has strengthened both in-class support and the impact of small-group interventions. Pupils in receipt of Pupil Premium funding are closely monitored by class teachers and the Head Teacher to ensure provision is responsive, high-quality, and demonstrably reducing gaps in attainment.

Alongside academic improvement, we recognise the importance of addressing social, emotional and mental health needs. To support this, we have invested in ELSA provision, enabling trained staff to offer tailored emotional support to children who benefit from additional guidance. This work ensures that pupils are not only supported academically but are also equipped with the wellbeing and resilience needed to access learning effectively.

## Challenges

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

Challenge number	Detail of challenge
1	More than half of the pupils who are eligible for Pupil Premium funding are also on the SEND register (46.6%) This means that they have barriers which can make progress slower than their non-SEND peers.
2	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Some of the pupils who are eligible for Pupil Premium and their families have social and emotional difficulties, including medical and mental health challenges.
4	Some of the pupils who are eligible for Pupil Premium funding have limited opportunities to access a wider range of opportunities and experiences outside of school.

## 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 (including, where appropriate, Speech and Language screeners, articulation screeners, EYFS profile and EYFS baseline) and classroom observations show a marked improvement in oral language skills for disadvantaged pupils. This improvement is consistently supported by wider evidence—such as increased engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>Internal tracking shows an increased proportion of disadvantaged pupils achieving age-related expectations or above in reading, writing and maths across all year groups.</p> <p>Book scrutiny demonstrates that the quality of work produced by pupils in receipt of Pupil Premium funding is in line with that of their non-PP peers.</p> <p>Pupil conferences indicate that disadvantaged pupils display attitudes to learning that are at least as positive as those of their non-PP peers.</p>
To use wider and enriching cultural capital experiences to improve language, vocabulary and overall attainment in reading, writing and maths	Pupil conferencing indicates that disadvantaged pupils <i>know more and remember more</i> as a result of wider experiences and increased participation in enrichment activities.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 2025/26, disadvantaged pupils demonstrate sustained high levels of wellbeing, as evidenced by qualitative data from student voice, parent and pupil surveys, and teacher observations.

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing staff subject-specific CPD through whole-school twilight sessions, online webinars, and subject specialist training to strengthen teaching quality and support pupil progress.	<ul style="list-style-type: none"> <li>EEF Effective Professional Development</li> </ul>	1, 2, 3, 4

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

Budgeted cost: £ 4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure whole-school access to weekly discussion points to promote consistent communication, reflection, and shared learning among staff.	<ul style="list-style-type: none"> <li>EEF Communication and language approaches (+7 months)</li> </ul>	1, 2, 3, 4
Deliver responsive, targeted interventions led by trained Teaching Assistants to rapidly ad-	<ul style="list-style-type: none"> <li>EEF Improving Literacy in KS1</li> <li>EEF – Phonics (+5 months) Whole-class phonics Targeted intense interventions</li> <li>EEF – within class attainment grouping (+2 months)</li> </ul>	1, 2

<p>dress gaps in academic achievement.</p> <p>Provide ongoing CPD for teachers and TAs to maintain and enhance Quality First Teaching across the school.</p>	<ul style="list-style-type: none"> <li>• EEF Reading comprehension strategies (+7 months) Professional development High quality texts provided</li> <li>• EEF Teaching Assistant Interventions (+5 months) One or small group interventions</li> </ul>	
<p>Deliver targeted interventions to develop children's early reading skills.</p> <p>Provide high-quality speaking and listening activities alongside systematic phonics teaching.</p> <p>Promote reading across the school to raise its profile and engagement among all pupils</p>	<ul style="list-style-type: none"> <li>• EEF Early literacy approaches (+4 months) Targeted small interventions</li> <li>• EEF Reading comprehension strategies (+7 months) Professional development High quality texts provided</li> <li>• EEF Phonics (+5 months)</li> </ul>	1, 2
<p>Play-based learning environment in HIVE</p>	<ul style="list-style-type: none"> <li>• EEF Play-based learning (+4 months)</li> </ul>	

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted support from an ELSA-trained Teaching Assistant to deliver emotional literacy interventions.</p> <p>Focus on developing pupils'</p>	<ul style="list-style-type: none"> <li>• EEF Social and Emotional Learning  Targeted support (3+ months) Targetted interventions typically involved working with individuals or small groups of pupils who might benefit from developing their social and emotional skills or who have been identified with a particular need.</li> <li>Universal Approach (4+ months)</li> </ul>	3, 4

emotional resilience and equipping them to respond positively to challenging social situations.	<ul style="list-style-type: none"> <li>• EEF Social and emotional learning strategies (+3 months)</li> <li>• EEF Self regulation strategies (+3 months)</li> </ul>	
All children to have access to music opportunities through whole class instrument lessons.	<ul style="list-style-type: none"> <li>• EEF- Arts Participation (+3 months gain) Arts participation approaches can have an impact on academic outcomes in other areas of the curriculum.</li> </ul>	4
Organise a comprehensive programme of visits and visitors to enrich pupils' cultural experiences and broaden learning beyond the classroom.	<ul style="list-style-type: none"> <li>• EEF Sports Participation (1 Month Gain)</li> </ul>	3, 4

**Total budgeted cost: £ 20100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Externally provided programmes

Programme	Provider

#### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
ELSA sessions were provided to promote positive wellbeing.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Parents, teachers and children reported improved mental health and wellbeing due to the support offered through these individual sessions.

## 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 or recovery premium funding.*