Pupil premium strategy statement – Kingsholm C of E Primary School and Nursery

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	610
Proportion (%) of pupil premium eligible pupils	179 pupils 29.34%
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	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Tony Larner
Pupil premium lead	Hayley Hanson
Governor / Trustee lead	Sophie Kingscote Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269970
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£269970

Part A: Pupil premium strategy plan

Statement of intent

At Kingsholm we strive for all children, irrespective of their background or challenges they face, make good progress and experience success so that they can reach their goals and shine. Improving the outcomes of disadvantaged children in school is consistently an area of school priority. As such we have looked at strategies tried in other schools, those identified on the Education Endowment Fund website as being successful and others developed ourselves to meet the needs of our children. The impact of these is reviewed and those which are successful continued. Our ultimate objectives are: • To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. • For all disadvantaged pupils in school to make or exceed nationally expected progress rates. • To support our children's health and wellbeing to enable them to access learning at an appropriate level. • To provide rich and varied experiences to broaden ambitions and raise aspiration for our disadvantaged children. We aim to do this through: • Ensuring that we know our children and families, identifying and overcoming the barriers to learning. • Ensuring that teaching and learning opportunities meet the needs of all pupils, defined through our vision. • Ensuring that appropriate interventions are put in place to meet individual needs. • Ensuring our disadvantaged children attend school when they are well enough to do so.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that attendance amongst disadvantaged pupils is lower than that of non-disadvantaged children. This absenteeism is negatively impacting our disadvantaged pupils progress.
2	Assessments and observations of children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are seen across the school but particularly evident in our Early Years and more prevalent among our disadvantaged children than their peers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
4	Our school and pupil base is in the most deprived 10% nationally on the Index of Multiple Deprivation (IMD) for Health deprivation & disability, Employment and Crime, and our observations, assessments and discussions with children and families have identified social and emotional issues for many of our families and a lack of enrichment opportunities. These challenges particularly affect disadvantaged children, including their attainment.
5	Our observations and discussions with our families identify that many of our parents have not had a positive experience of schooling themselves, which in turn impacts on exposure our children have to pre-school settings and the educational support offered 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
To achieve and sustain improved attendance for all children, particularly our disadvantaged children	Attendance of our PP children, by 2029 to be in line or almost in line with non-PP children. For attendance to be deemed not significantly different when compared to national attendance.
Improved oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged children. Disadvantaged children in Reception will show increasing attainment in the area of Communication and Language over the next three years to reduce the gap in relation to their non-PP peers by 2029.
Improved reading attainment among disadvantaged pupils.	The gap between PP children and non-PP children will show a trend that is reducing. Evidence will be gathered using PSC and KS2 assessments.
Children are able to manage emotions, feel confident and access learning.	Children are able to ‘be their best’ through modelling a ‘growth mindset’ and developing their levels of resilience.

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: £*156,547*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils achieved through targeted CPD, coaching, team teaching, planning support and so on, informed by monitoring. We will provide training, release time to work alongside colleagues developing T&L, purchasing resources (as required) and time to coach. Staff are provided with Walkthrus coaching opportunities by trained coaches (AHT and ADHT) Our AHT for teaching and learning support subject leads with curriculum design	*EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*	3

and implementation – release time given to subject leads. *£10,000 (B01)*		
Skilled LPs to deliver high quality interventions that are matched to individual need and plug gaps. We will fund release for Pupil Review Meetings (PRM) where the whole child will be looked at and interventions matched to need, training for LPs to deliver effective support and staff to deliver the interventions. LP training provided – Lego Therapy and Thrive/Emotion Coaching by the Virtual School. *PRM release – £10,000 supply cover (B02)* *LPs – Supporting in class based on each*	*EEF (+4)* *Small group tuition targeted at pupil's specific needs, some of which will be identified through diagnostic assessment.* [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk)	3

cohorts needs. *£102047 (B04)*		
Embed DfE validated Systematic Synthetic Phonics programme, and Early Reading interventions, through CPD and support, to secure stronger phonics teaching for all pupils. We will fund release for phonics lead to model and coach high quality delivery & CPD for all staff. *Phonics Lead release time fortnightly £3500 (B01)* *Funding for Phonics Intervention Lead* *£31,000 (B04)*	*Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.* Phonics | EEF (educationendowmentfoundation.org.uk) *Collaboration with the Mangotsfield English Hub to address Phonics screening trend with Phonics support and cpd.* *EEF (+4)* *Small group tuition targeted at pupil's specific needs, some of which will be identified through diagnostic assessment.* Small group tuition | EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £113423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer actively promoting school attendance *£34000 Attendance Officers salary (B04)*	*EEF (+4)* *Parental engagement* *Children need to be in school to learn*	1
Thrive practitioners to support children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. *£49,468 (B04) Thrive Learning Partner Pastoral Support*	[Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](educationendowmentfoundation.org.uk)	
Parental engagement lead to work with families to promote engagement in the school and their child's learning.	EEF (+4) *By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning*	1, 3, 4, 5,

£29,955 50% (B01)Parental Engagement Lead salary	*or their self-regulation, as well as specific skills, such as reading.* A large proportion of our identified barriers to learning are linked to home support and we understand that building effective relationships between school and parents requires a sustained effort over an extended period of time, it is important it remains our priority.	

Total budgeted cost: £269,970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress towards our intended outcome: *To achieve and sustain improved attendance for all children, particularly our disadvantaged children*

Attendance information sharing has been followed during SLT 25/26 Parent Welcome meetings where key attendance messages have been raised – including unauthorised absence, lates and holiday penalties. Follow up messages, rewards/incentives and a focus on attendance have been highlighted in our school newsletters. Attendance is a weekly focus during our Shine Worships.

Our school Attendance Officer has worked with a relentless drive to improve attendance. The attendance of our disadvantaged pupils remains at 90% - this has been impacted in 25/26 by additional attendance factors. 4 PP children are accessing school on a p/t timetable.

PP attendance for 23/24 stands at 90% compared to whole school attendance of 94%. A gap of 4%

PP attendance remained at 90% for 24/25. With the gap widening slightly for non PP to 5%.

For the academic year 25-26 (to date) PP remains unchanged at 90% and non-PP at 93%. Currently a 3% gap. We have had 17 days so far in the Spring Term where PP attendance has been 93% or above - one of these days PP attendance reached 97%.

Attendance of our disadvantaged children has been impacted by extended leave of our GRT children alongside significant flooding. This impacted a whole week at the end of Spring Term 1 where PP attendance dipped to 78%. 50% of our GRT children are PP, with 12 of these children persistently absent.

For the 2025-26 academic year to date: 10 children are on an Attendance My Plan, **all** of these are pupil premium. Of these, 4 have been moved to an Attendance Contract and 7 have been escalated to an AIM, **all** of these children, bar one, are PP.

4 PP children have had school nurse referrals to support with attendance and 45 low attendance letters have been shared.

Progress towards our intended outcome: *Improved oral language skills and vocabulary among disadvantaged children*
2025-26 Children are being supported with bespoke speech and language programmes as identified by Ellen Adams (SaLT Speech Den). This is identified through My Plan targets, SEN class provision (if accessing) and intervention with Learning Partners.
Ellen has provided training for staff supporting children in SEN rooms to develop staff's cpd and development understanding.

The provision across the school is based on an outcomes-led framework that has been developed to ensure that the therapy needs are met in a whole systems approach, using three levels of intervention: universal, targeted and specialist. This approach aligns with what is recommended by the Bercow Report (2008) and The Better Communication Research Programme (2012).

Universal support is provided throughout the school by providing the children with communication friendly environments, including the use of Total Communication strategies. This has been established through training and ongoing professional discussions with teaching staff.

Neli funding continues to be in place. Assessments are led by our Inclusion team before intervention programmes are put in place. This has supported some of our PP children to achieve age expected outcomes for Communication and Language.

Targeted support is provided through the NELI programme. This is an early language intervention to support receptive/expressive language of children who present with moderate needs. Lara Shaw is currently assessing all reception children for the NELI programme. In previous years, the majority of children accessing NELI are those who have been identified as 'pupil premium.'

Specialist support is provided to children whose needs cannot be met through universal and targeted provisions. For these children, Tori provides specialist therapy and supports Lara to deliver the intervention in between therapy sessions. For those children in Key Stage 2, Tori supports the classroom TA with appropriate therapy targets. There are currently 21 children receiving this specialist service who are identified as being 'pupil premium.'

There are a number of children with high-level needs in Key Stage 1. Tori supports their SSAs with Total Communication approaches and liaises with NHS Speech and Language Therapy/Advisory Teachers. New children continue to be identified in nursery. Tori meets with parents of the high-need children in EYFS and Key Stage 1.

Our SEN classrooms have been defined further for 2024-25 to meet the needs of our children and new children. Targeted EHCP support is being provided in The Nest, Cove and Reef to support children with primary C&I and C&L needs. B Squared assessments will be introduced to support plan reviews and setting of new SMART targets. This will also enable us to track progress of children who are not accessing the National Curriculum. Clicker is being implemented across the school to provide a universal support offer to children who require further language scaffolding through the use of tablets from Yr2-6.

Progress towards our intended outcome: *Improved attainment for disadvantaged children*

KS2 SATs 24/25

Of the 26 PP children in the cohort, 12 children were working below with two children on the cusp at 98 and 99 standardised scores. 11 children achieved the expected standard for reading and 3 children were greater depth. 54% EXS or above. This was a significant increase on last year +18%.

For context 3 children, of the 12 children below for reading, were unable to access the assessments for reading due to SEND needs and 1 child accessing Alternative Provision (parents chose for the child not to access the assessment). One child was unable to sit the test due to absence.

For Maths 62% were below EXS and this equated to 16 children. 2 children with 95 and 99 standardised scores. 8 children achieved the EXS standard (31% - 39% EXS or above) and 8% achieved greater depth. This equated to last year's results.

For Maths 3 children who are working significantly below did not sit the paper and 1 child accessing AP did not sit the paper due to parental choice.

Writing 58% of children are working below standard (15 children). 10 children met the standard = 38% and 1 child did not access the test.

35% achieved combined EXS standard or above. This was a huge increase on last year's cohort who achieved 7%.

Phonics Screening 24/25

In the Year 1 phonics screen, non-PP (56%) slightly outperformed PP children (46%). National PP (68%) was better than school PP (46%). This will remain a key focus moving forward. We will be working with The Mangotsfield English Teaching to see what further support and interventions we can provide to address the PP attainment gap moving forward.

In Year 2 there are 27 PP children. 15 of these children did not pass the Phonics screening at the end of year 2. 4 of these children have EHCPs and one is awaiting assessment. 13 out of 15 of the children who did not pass the screening are receiving support through the graduated pathway.

Pupil premium children attainment in Early Years is broadly in line with non PP (PP 55% Non 56%)

Progress towards our intended outcome: ***To achieve and sustain improved well-being for all children in our school, particularly our disadvantaged children****. and* ***Children are able to manage emotions, feel confident and access learning.***

For 24/25: We have accessed further funding to extend our Play Therapy offer for children in school. 10 children are receiving this targeted intervention. 2 children have been referred to Tic+ for additional external support.

Thrive support remains in place for all children who require social and emotional support. Children are screened at the start of the year to identify children who meet the threshold for targeted intervention.

Progress towards our intended outcome: ***Parents develop skills and confidence to support their children at home.***
Parent and targeted workshop in 2024/25:
Of the 1841 events attended by parents 24/25 academic year, 27.32% (Almost a third!) were pupil premium families.

89% of the PP parents/carers attended 1 or more event. 70% 2 or more. 47% 3 or more, 27% 4 or more. 26 PP children's parents did not attend an event - this equates to 17 families – and will inform our target and support groups for 25/26.