

Pupil premium strategy statement – Keldmarsh 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	262
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Hopkin, Headteacher
Pupil premium lead	Mr Hopkin, Headteacher
Governor / Trustee lead	Mr Caley, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64, 810
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>	£64, 810

Part A: Pupil premium strategy plan

Statement of intent

At Keldmarsh Primary School, we have high expectations of all of our pupils. It is our intention that pupils make good progress and meet their full academic potential across all areas of the curriculum irrespective of their culture, previous academic experience, economic and social deprivation or special educational needs. We aim for all of our pupils to leave Keldmarsh Primary School meeting the expected standard in English (reading, writing, speaking and listening) and maths in order to successfully engage with secondary education and beyond. In addition we also aim to deliver a broad and balanced curriculum to engage and enrich opportunities for all pupils.

The primary method of ensuring we meet our expectations and intentions is through the provision of quality-first teaching with a focus on reading, writing, vocabulary acquisition and maths. Whilst we recognise that some of our pupils may face additional challenges associated with the criteria for Pupil Premium funding eligibility, including SEN, we acknowledge that does not correlate with a predisposition for poor academic achievement and must not be an excuse for lack of ambition or expectation for this particular group of pupils. The school staff are aware of unconscious bias towards these pupils and, given the below average size of this group in comparison to national figures, we go to great lengths to ensure their support and outcomes are in line with that of their non-disadvantaged peers.

The school's Disadvantaged Champion, currently the Headteacher, has written this statement and will oversee the activity across the length of the plan, ensuring the quality of provision in place and then reporting on data and outcomes, primarily to the Governor with responsibility for Pupil Premium. This level of support and challenge will enable the Governing Board to have a clear understanding of the school's work in this area and to monitor outcomes.

Our approach takes into account common challenges as well as those of individuals and will be identified through both teacher and formative and summative assessments. We have used research from the Education Endowment Foundation to support the decisions taken in relation to this statement, ensuring the spend meets the needs of our pupils, provides high impact and value for money. This approach will ensure that all staff take responsibility for all pupils' outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Of the 10.7% of the disadvantaged pupils in the school, half of these are also on the SEN Register, with a third having an EHCP in place. Through observations, assessments and incident reports, commonalities of challenge include levels of confidence and self-esteem, resilience and independence leading to more profound issues with social, emotional mental health and executive functioning skills particularly for those with multiple disadvantage indicators in EYFS and Key Stage 1.

2	A symptom of the challenges stated in Challenge 1 is the detrimental effect on disadvantaged pupil's academic progress in EYFS and Key Stage 1. In EYFS 66.7% (D) v. 78.6% (ND) achieved GLD In Year 1 56% (D) v 78% (ND) achieved phonics screening threshold
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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 wellbeing and developmental skills for all pupils in our school, particularly our disadvantaged pupils	An increase in targeted individual pupils's SEMH and wellbeing needs measured through ongoing Boxall Profile assessments, nurture observations and pupil voice. A reduction in behaviour incidents, particularly for disadvantaged pupils. A sustained level of participation in extra curricular activities for disadvantaged pupils.
An improvement in the identification of specific gaps in learning in reading (including phonics), writing and maths to enable disadvantaged pupils to receive high quality, timely targeted support and intervention	Termly outcomes demonstrate that disadvantaged pupils make progress against their small step targets and make quicker progress towards age related expectations.

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: £21, 776.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English Hub Training (Supporting Early Language Development)</i> <i>We will fund the teacher's release to attend course and embed key elements</i>	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF, 2021	1 & 2

<i>within the EYFS and KS1 curriculum</i>	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text EEF, 2021 Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support EEF, 2021	
<i>English Hub Training (Fluency: The Bridge to Comprehension)</i> <i>We will fund the teacher's release to attend course and embed key elements within curriculum to build on early reading in KS1</i>		1 & 2
<i>Assistant Headteacher additional release time to support Teaching and Learning Development</i>		1 & 2
<i>KS1 Leader release time to support Curriculum and Teaching and Learning Development in KS1</i>		1 & 2
<i>Walkthrus coaching model to continue to implement a formative model to improve teaching practice</i>		1 & 2
<i>FFT Reading Assessment Programme</i>	'When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.' EEF, 2021	1 & 2
<i>SNAP Special Needs Assessment Profile and SNAP Maths Assessment Profile</i>		1 & 2
<i>NFER Assessment materials</i>		1 & 2

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

Budgeted cost: £41, 025.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of Teaching Assistant to provide targeted 1:1 and small group interventions</i>	'We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can	1 & 2
<i>Provision of Teaching Assistant to provide</i>		1 & 2

<i>targeted Nurture group provision</i>	provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.’ EEF, 2024 There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income EEF, 2019	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2, 008.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra Curricular activities</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF, 2021	1 & 2
<i>Music Lessons</i>		1 & 2
<i>Educational visits</i>		1 & 2

Total budgeted cost: £64, 810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The intended outcomes for the previous Pupil Premium Strategy Statement 2024-2025 were to:

- Improve reading skills and overall attainment
- Improve writing skills and overall attainment

The school has used the Pupil Premium Grant in line with the activity outlined in the Pupil Premium Strategy Statement 2024-2025. The Headteacher highlighted the need to redefine the school's approach to English, moving away from the previous scheme of learning which data showed was not supporting the pupils, particularly disadvantaged pupils, to make sufficient progress in writing. The school's English Lead led on re-writing the English curriculum, implementing an holistic approach combining the skills of reading and writing and breaking this down into smaller steps and with more time designated to learn and practice discrete skills and write more concise pieces more regularly, developing the skills of re-drafting. This piece of work has already had a significant impact on pupils' ability to access the English curriculum and on teachers to identify specific gaps in learning. Further time is now needed to embed this curriculum for the long-term impact on attainment to yield the positive results.

In addition, data analysis has shown that the recruitment of a highly skilled teaching assistant to provide targeted support for disadvantaged children has made a positive impact. This recruitment, combined with the rewritten curriculum, has enabled leaders to support teachers to focus more closely on gaps in learning, with interventions now more timely and focussed. As the assessment procedure for English (Reading and Writing) is developed in 25/26, this process will be even more refined, supporting disadvantaged pupils to make better and quicker progress.

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
Reading	Reading Plus