



Pupil Premium Strategy Statement 2025– 2026

Kensworth CE Academy

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
School Name:	Kensworth CE Academy
Number of pupils in school Including pre-school Excluding pre-school	94 80
Proportion (%) of pupil premium eligible pupils Including pre-school Excluding pre-school	26 pupils 27.7% 22 pupils 28%
Academic year/years that our current pupil premium strategy plan covers (three year plans are recommended).	2025- 2026
Date this statement was published:	November 2025
Last Reviewed:	March 2026
Date on which it will be reviewed:	November 2026
Statement authorised by:	Sarah Bowley
Pupil premium lead:	Sarah Bowley
Governor/Trustee lead:	Samuel Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,744
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£17,744

Part A: Pupil premium strategy plan

Statement of intent

Introduced in April 2011, the Pupil Premium is a government initiative that provides additional funding to schools. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals (NOT universal free school meals) and those who are looked after as an indicator for Pupil Premium. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals (and for six years after - the Ever 6), and for those who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs in a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage/need.

We believe that all children are entitled to achieve their full potential and should be given the opportunity to acquire the knowledge and skills relevant to adult life in a rapidly changing world. They should be encouraged to develop their independence and self-respect together with a positive approach to learning.

The qualifying benefits to receive free school meals for children in Year 3 and over are:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- support under Part IV of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and you have an annual gross income of no more than £16,190)
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)

If you think you meet the free school meals eligibility criteria, please call us on **0300 300 8306**.

When you call to apply for free school meals, please have the following information ready:

- National Insurance numbers and dates of birth for you and your partner
- dates of birth for your children
- if you receive support from the National Asylum Support Service, your NASS number

Each school decides on its own priorities and how the funding can be best spent.

At Kensworth CE Academy, those children in receipt of pupil premium funding are monitored using a provision matrix. Their attainment and progress is tracked and reviewed by teaching staff, the headteacher and the Local Governing Board, (LGB). Appropriate intervention strategies are selected according to the individual needs of each child. Our aim is to fully maximise this opportunity and make sure each eligible child has this extra funding and that it is used to support and develop their progress and attainment.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". 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, as we recognise and understand the link between children's social and emotional skills with improved outcomes at school and in later life (EEF, Improving Social and Emotional Learning in Primary Schools, 2019).

We aim to do this through ·

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the school consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teaching Assistant providing small group work focussed on overcoming gaps in learning.
- All our work through the pupil premium will be aimed at accelerating progress, moving children's attainment closer to or reaching age related expectations.
- Support payment for activities, musical activities, educational visits and residential, ensuring children access to the wider curriculum offer and supporting personal development, knowledge and skills.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths due to low starting points and special educational needs.
2	Low language and communication skills – most children entering the school in preschool are working below age related expectations. This learning area encompasses listening, attention and understanding, key skills which form the foundations of behaviour for learning, critical for successful learning throughout their school journey.
3	Writing skills as well as stamina have been identified as an area for improvement and require additional support.
4	Mathematical Fluency and Arithmetic, including Times Tables and rapid recall skills. The lack of fluency and practise at home impacts children's ability to access and achieve more complex problem solving and reasoning.
5	Attendance and punctuality – Attendance figure for Pupil Premium children is 86.63% compared to 92.26% whole school attendance. Whilst whole school improvement needs attention, pupil premium pupils are not attending in line with other pupils
6	Emotional and social difficulties – just under 50% of Pupil Premium children require support with their emotions, self-esteem and wellbeing and need to attend small group nurture sessions. The impact of emotional wellbeing on engaging with teaching and learning is recognised as a barrier and limits achievement of their true potential.
7	Pupils from low income families fail to access extra-curricular opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, 2025 / 2026 Academic Year**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Age related expectations: to maintain the good progress of all children in receipt of pupil premium funding and ensure progress is in line with or exceeds expected level of progress from baselines.	Disadvantaged children obtain the required attainment outcomes against their peers national, based on National testing standards in EYFS, Y1 & Y2 phonics, Y4 times tables check and Y6 SATs. Internal data – PIRA (reading) and PUMA (maths) assessments and teacher assessments for writing for all year groups. DSAMAT Peer Reviews and trust wide moderation. All pupils are able to access extra-curricular activities to support their learning and wellbeing.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates from baselines.	Progress scores for disadvantaged children are in the positive range at the end of KS2 in reading, writing and maths. Use of progress ladders for writing to capture and track small step progress for those children working below ARE

Intended outcome	Success criteria
Children in receipt of PP funding to have positive wellbeing and are able to access wider curriculum opportunities and clubs to support their personal development.	To implement a wellbeing provision for children with the most need in school. Drop-in support – short term or longer-term care has an impact so that parents are able to concentrate and engage in learning. Communication is good between parents and school leading to open, trusting relationships enabling children to be better supported. Implementation of Zones of Regulation and therapeutic thinking across the whole school. 1:1 or small group short term or longer nurture, as appropriate has an impact so that pupils can concentrate and engage with teaching and learning. Positive emotional wellbeing – measured through pupil conversations, pupil questionnaires as well as teacher observation. Disadvantaged KS2 pupils support their younger disadvantaged peers through learning initiatives such as 'Reading Café'. Use of vulnerability matrix to track and target access to opportunities for our PP children.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD Herts Essential Writing, Handwriting and Spelling	EEF Research on improving Literacy in KS1 and KS2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support	
Staff CPD Enigma Maths Hub- Mastery in Maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 4
Whole staff CPD adaptive teaching, pedagogy and retrieval	WalkThrus Hachette Learning	1, 2, 3
Graduated Approach training	Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Jigsaw PSHE- Whole school wellbeing approach	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
SENDCo Pupil Premium champion alongside headteacher as strategic lead.	Whole school data to be used to identify pupil premium children who need additional support for reading, writing and maths.	All

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) This is where the majority of funding is allocated to face to face teaching and educational support.

Budgeted Cost: £10,260

Activity	Evidence that supports this approach	Challenge number addressed
Small group tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6

Activity	Evidence that supports this approach	Challenge number addressed
Lift Off to Language intervention in EYFS/KS1.	EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
Phonics and Early Reading, Small Group and 1:1 Support. EYFS and KS1	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=Phonics	1, 2, 3
Maths fluency, times tables, rapid facts recall. Problem solving and reasoning.	EEF Improving Maths in Early Years and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths EEF Improving Maths in KS2 and KS3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 4
Reading Comprehension Interventions. KS1/KS2	EEF Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2, 3, 5, 6
Reduction of cost of school trips, uniform, residential, paid clubs. EYFS, KS1 and KS2	Subsidised trips, educational experiences and uniform – anything that falls outside of the whole school curriculum. This may include, coats, clothing, uniform, swimming kit, PE Kit, bags, shoes and educational equipment. Reductions on residential trips for some children al provide access where appropriate.	6
Lego Therapy Oracy and Social and Emotional Support.	University of Cambridge Lego Therapy and Autism: https://www.autismresearchcentre.com/projects/evaluation-of-lego-therapy/	6
Attendance	Named 'Attendance Champion' Attendance Incentives Working together to improve school attendance (applies from 19 August 2024)	5
Music Tuition	Group keyboard tuition with qualified music teacher The power of music to change lives - A National Plan for Music Education	

Total budgeted cost: £17,760

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

EYFS- No data.

1 pupil met the expected standard at phonics screen Year 1 (2 PPG children)

End of Key Stage 1- 1 of 2 pupils met the expected standard.

KS2 SATs:

PPG pupil (unmatched)- Good progress was made from all starting points- APS of 99 in Reading assessment. This pupil attended the Year 6 residential visit and flourished during their short time at Kensworth CE Academy.

Due to small numbers of PPG children data is not comparable to National Averages. Internal assessments indicate that all pupils made expected or better progress in comparison to their peers.