



## Pupil premium strategy statement 2025/26

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	12
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	1 October 2025
Date on which it will be reviewed	1 October 2026
Statement authorised by	Mr Lee Ferris
Pupil premium lead	Mr Lee Ferris
Governor / Trustee lead	Mrs Paula Barry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4545
Recovery premium funding allocation this academic year	£0

Pupil premium (and recovery premium*) funding carried forward from previous years .	£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>	£4545

## Part A: Pupil premium strategy plan

### Statement of intent

We strongly believe that all pupils should be nurtured to fulfil their potential and we don't accept disadvantage as an inherent barrier to achievement. Our objective for our disadvantaged pupils is to prioritise their achievement and maximise their potential. We have followed EEF Guidance relating to Pupil Premium and will use our funding to ensure that every class benefits from effective teaching and that children receive targeted academic support where needed. We will also address any other barriers to success, such as attendance, behaviour, and social, emotional and mental health needs.

### Challenges

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

Challenge number	Detail of challenge
1	SEMH needs are increasing.
2	Some children are not at age-related expectations (ARE) for reading, writing and maths.
3	Access to a wide range of enrichment activities is prohibited by a lack of variety/adequate staffing.

### 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
The social, emotional and mental health (SEMH) of our pupils, including disadvantaged pupils, is prioritised and nurtured.	<ul style="list-style-type: none"><li>• A trained Senior Mental Health Lead carries out an audit of the school's 'mental health'.</li><li>• Work with external agencies such as the High Incidence Needs Team, swiftly identifies areas of need, including emerging areas, and pinpoints strategies to effectively tackle them.</li><li>• SEMH is clearly a priority, as articulated by staff and</li></ul>

	pupils.
Children are at age-related expectations (ARE) or above in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Children are able to access the wider curriculum and make good progress across the breadth of it.</li> <li>• Termly assessments will show progress made.</li> <li>• Teacher observation and pupil voice will show children have developed an appreciation of the importance of reading.</li> <li>• Disadvantaged pupils are successful at key assessment milestones (Phonics Screening Check, Multiplication Tables Check, end-of-KS1/KS2 SATs).</li> <li>• By the end of Year 6, children are at ARE.</li> </ul>
Children will have accessed a wide range of enrichment activities	<ul style="list-style-type: none"> <li>• A rich extracurricular offer will be in place with 100% of pupil premium children having taken part in at least 1 extracurricular activity per academic year.</li> </ul>

## 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: £2500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Children access 1:1 teacher support in RWI phonics.</p> <p>Small class size ensures personalised support in every lesson.</p> <p>All staff are adequately trained to ensure full fidelity to the RWI scheme.</p>	<p>Analysis of school data shows that in 2023/24, the disadvantaged Year 2 pupil who resat the Phonics Screening Check passed, having been unsuccessful in Year 1. This was underpinned by 1:1 support in phonics in Year 2. Another disadvantaged pupil has made outstanding progress in and is now working at age-related expectations in reading, having benefited from targeted 1:1 phonics intervention. Because school data also shows that 1 disadvantaged pupil is currently below age-related expectations for reading, this approach is still necessary.</p>	2
<p>Forest school provision, including redevelopment of our outdoor space to render it conducive to forest school activities.</p>	<p>In 2024/25, our EYFS and KS1 pupils benefitted from forest school provision at another school. Of these pupils, our disadvantaged Year 3 pupil was assessed as 'working towards' the expected standard in reading, maths and writing. We see forest school provision as a tool in closing the attainment gap over time, as it gives opportunities to improve spoken language and work with other children in a supported environment.</p>	1, 3
<p>PE specialist deployed to deliver high-quality PE curriculum and provide after-school sport club.</p>	<p>Expert delivery, underpinned by excellent planning, leads to a high-quality PE curriculum. Evidence shows that sport can instil resilience, determination and self-reflection in pupils, which are all skills that can be transferred to other areas of the curriculum. After-school sport clubs provide weekly opportunities to develop PE skills and social skills/relationships with other children.</p>	1, 3

<p>Quality First Teaching is prioritised, with CPD needs identified as part of the appraisal process.</p>	<p>There is abundant evidence that high-quality teaching plays a pivotal role in improving outcomes for pupils, including disadvantaged pupils.</p>	<p>1, 2, 3</p>
<p>Improved parental engagement through Personal and Academic Progress Plan meetings and headteacher briefings, with a focus on reading.</p>	<p>There is an abundance of clear evidence that parental engagement is a key factor in improving attainment.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Phonics interventions	Additional RWI support will ensure children are on track. There is clear evidence from performance data in 2024/25 that 1:1 intervention, mainly in class, but also in out-of-class sessions, improved attainment.	2
After-school support in preparation for key milestone assessment points	In 2024/25, school staff provided 1:1 support leading up to the Phonics Screening Check. This led both Year 1 pupils to pass the PSC. A disadvantaged pupil in Y5 was at ARE in reading and maths. Another in Year 3 made outstanding progress in reading. This is evidence of the impact of individualised, targeted support.	2

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

Budgeted cost: £1450

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extracurricular visits throughout the year	There is an abundance of evidence that extracurricular visits enhance learning and self-esteem, as well as developing pupils' cultural capital. Breaking down barriers to participation is key to the success of this strategy.	1, 3
After-school activities	After-school activities help build self-confidence and social skills as well as developing relationships with staff and peers. All of this is demonstrated to have a positive impact on the attainment of pupils.	1, 3
Emotional regulation coaching	Zones of Regulation coaching has been shown to improve emotional regulation and therefore learning. Our own behaviour data shows that for pupils who experience dysregulation, specific ZoR strategies have led to a decrease in incidents linked to emotional dysregulation.	1, 2
Attendance is monitored and support (remote learning) in place for disadvantaged pupils	Our school data shows that attendance for disadvantaged pupils was 91% in 2024/25. All evidence shows that excellent attendance is key to attainment. Pupils will benefit from access to online platforms, accessible to them when at home due to contagious illnesses.	2

**Total budgeted cost: £7900**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our end of year data for 2024/25 showed that 3 of 4 pupil premium children reached the expected standard in Maths; this was 2/4 in Reading and 1/4 in Writing.

All pupil premium children were offered a place at extracurricular, out-of-hours clubs – 3/4 children took up the offer.

Children took part in many trips, including to Bellingham Heritage Centre, Hexham Abbey, swimming lessons, Harestanes Park and Dance City. All children took part in partnership PE competitions.

No disadvantaged pupils were suspended or permanently excluded in 2024/25. There was a marked decrease in incidents of emotional dysregulation in the summer term, following joint work with the High Incidence Needs Team on regulation strategies and staff attending CPD on this.

Attendance of disadvantaged pupils was, on average, 91% in 2024/25. This was due in part to outbreaks of illnesses.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

We do not receive this at Kielder Primary School.