Pupil premium strategy statement – Kingsbridge 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	340
Proportion (%) of pupil premium eligible pupils	21.2%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Miranda Martyn
Pupil premium lead	Miranda Martyn
Governor / Trustee lead	Lyndsay Hetherington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,465
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 1,904,313

Part A: Pupil premium strategy plan

Statement of intent

One of our school's key values is Equity. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all areas of the curriculum.

We will take a whole-school approach, ensuring that all staff take responsibility for the outcomes of disadvantaged pupils and raise their own expectations of what these children can achieve.

Common barriers to learning for disadvantaged children can be limited support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties or 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".

We 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.

Our ultimate objectives are:

- *To eliminate any 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.*

We aim to do this through:

● Ensuring that high-quality teaching provides learning opportunities which meet the needs of all pupils.

● Ensuring that appropriate targeted provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.

● Providing appropriate and targeted support through our mental health and wellbeing programmes.

> • *Providing wider opportunities to all disadvantaged children to benefit from experiences to which they would otherwise not have access*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with preschools, parents, pupils and professionals indicate under-developed or delayed speech, receptive and expressive language skills and vocabulary gaps. This is evident from EYFS through to the end of KS2.
2	Assessment shows that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils with significant knowledge gaps being identified, leading to pupils falling further behind. This gap narrows between EYFS and the end of YR 6 but is still significant. July 2025: **KS1 EXP+** <table><tr><td>**Subject**</td><td>**Gap between DA and Non-DA**</td></tr><tr><td>Reading</td><td>35% DA < Non</td></tr><tr><td>Writing</td><td>39% DA < Non</td></tr><tr><td>Maths</td><td>27% DA < Non</td></tr><tr><td>Combined (RWM)</td><td>22% DA < Non</td></tr></table> **KS2 EXP+** <table><tr><td>**Subject**</td><td>**Gap between DA and Non-DA**</td></tr><tr><td>Reading</td><td>9% DA > Non</td></tr><tr><td>Writing</td><td>20% DA < Non</td></tr><tr><td>Maths</td><td>36% DA < Non</td></tr><tr><td>Combined (RWM)</td><td>22% DA < Non</td></tr></table>
3	Our attendance data in 2024-2025 showed that all pupils attendance was 94.18% compared to 93.1% nationally. The attendance of our PP pupils was 91.33%.
4	The Office for National Statistics (ONS) published data in 2019 which surmises that certain groups of children are at greater risk of developing a mental health problem, including children who live in social housing, those whose parents

	have a mental health problem and those whose families need support from benefits. Our observations and the experience of classroom teachers concurs with ONS findings as many more disadvantaged pupils exhibit poor self-regulation and motivation compared with non-disadvantaged children which can impact outcomes. Following periods of lockdown during the Covid-19 pandemic, an increase in social and emotional issues among disadvantaged pupils has also been identified with an increase in teacher referrals for in school support. Our resources are limited with a Teaching assistant in this role 4 afternoons per week to support up to 62 children.
5	Observations and discussions with pupils and parents indicate a lack of rich, memorable life experiences when compared with non-disadvantaged pupils.

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
Achieve and sustain improved attendance and reduce persistent absence.	Attendance for all children will be above the National average. Levels of persistent absence between disadvantaged pupils and others will be equal.
Raise attainment for all pupils at the end of KS2	The percentage of pupils achieving the expected standard in Reading, Writing and Maths will be significantly above the national average. There will be no significant attainment gap between disadvantaged pupils and others.
Sustain attainment levels in Year 1 phonics.	All children other than those with a specific special educational need will pass the year 1 phonics test. There will be no significant attainment gap between the attainment of disadvantaged pupils and others.
Improved writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes indicate at least national average attainment and progress.
Disadvantaged children across the school have consistently high-quality teaching to ensure that they are engaged and invested in learning. They learn more and remember more.	Lesson observations show that children are challenged and actively engage in their learning. High engagement statistics on Steplab demonstrates that teachers across the school are consistently engaged in their own practice development. This will also be evident in other qualitative data such as pupil voice.
Achieve and sustain improved wellbeing and mental health in all pupils, particularly disadvantaged pupils.	This will be demonstrated by: • Attitudes and ideas expressed in pupil voice • Pupil progress in targeted intervention programmes such as MHST

	• Increased participation in enrichment activities	

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: £ *[50,879]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the Steplab programme to develop consistent high quality teaching across the school. We will fund training for coaching leaders and ensure that training for coaches is high quality.	Great teachers change students' lives. Just having a single great primary school teacher can increase students' lifetime earnings by $320,000 (Chetty et al., 2010). Great teachers increase academic achievement, increase university attendance, and decrease teenage pregnancy, among many other outcomes (Chetty et al., 2014; Rivkin et al., 2005). Yet, often the most disadvantaged students are assigned to the least effective teachers (Akiba et al., 2007; Allen et al., 2018; Clotfelter et al., 2005; Dolton & Newson, 2003; Grissom, 2011; Ost, 2014; Rivkin et al., 2005). Efforts to recruit and retain great teachers are not enough to ensure that all students have access to great teaching (Johnson, 2006). In fact, it is not at all clear how we can reliably identify 'great teachers' before, or even after, they enter the classroom (Bartanen & Kwok, 2021; Cohen & Goldhaber, 2016; Corcoran O'Flaherty, 2018; James & Loeb, 2021). Should teacher quality be measured based only on student outcomes? How can we ensure that the student outcomes we measure capture the many ways we hope teachers will influence their students? Should we instead rely on lead teachers or other observers to judge the quality of teachers'	1, 2

	instruction? Perhaps more importantly, research using multiple measures of teacher quality suggests that many teachers slowly accumulate expertise over time (Atteberry et al., 2015; Kraft et al., 2020; Papay & Laski, 2018). Together, these challenges highlight the importance of efforts to support teachers with improving their instruction through Professional Development (PD) programming (Hill et al., 2021). Indeed, research suggests that high quality PD programs have the potential to accelerate teachers' development of expertise and are important for facilitating the translation of new research into practice (Didion et al., 2020; Kraft et al., 2018; Lynch et al., 2019; Pellegrini et al. 2021). Source: Steplab White Paper V1.3 Source: Education Endowment Fund Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.	
Further CPD for Talk for Writing to continue to improve the quality of writing. We will fund the training and teacher release time to embed good practice.	A review of T4W (UCL Insitute of Education 2015) noted "that elements of T4W appear to be impacting upon school practices in ways that teachers find effective and that pupils find appealing." The 16 T4W Training Schools show an increase of 10% in writing attainment at the end of KS2 compared to 4% nationally and 12% in SPaG attainment compared to 5% (2016-2019 data). Source: Education Endowment Fund, Oral language interventions.	1, 2, 4
Maintain the current class structure to ensure children are taught in development-appropriate class groups.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention and feedback each student will receive will increase, improving outcomes for pupils. We have analysed where mixing ages is developmentally appropriate on an individual year group basis and have determined that maintaining the original, 2 form class structure is vital for children in Year 2 to 6. Source: Education Endowment Fund, Small Group Tuition	1, 2, 5

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

Budgeted cost: £ [24,742]

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund small group catch-up tutoring in Maths to supplement lessons to prepare Year 6 children for the end of KS2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Source: Education Endowment Fund, Small Group Tuition	1, 2
Phonics and KS1 reading interventions that are bespoke for individual children. We will use a range of strategies to develop readers and address barriers including decoding, fluency and comprehension.	Phonics is an important component in the development of early reading skills. When embedded in a rich literacy environment, research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Source: Education Endowment Fund, Phonics	1, 2

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

Budgeted cost: £ [17,824]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Memorable experiences including music lessons, access to residential visits and outdoor learning.	OFSTED – Learning outside the classroom 2008 When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom activities.	4, 5
Implementation of the ESW attendance policy	Well-designed communications with families can be effective for improving at-	3

to ensure consistent follow-up and messaging around attendance.	tendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon. Source: EEF – Supporting school attendance	
Contingency fund for acute issues.	Based on our experience, we have identified a need to set aside a small amount of funding to enable us to respond quickly to needs not yet identified.	All

Total budgeted cost: £93,465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, a number of pupil premium strategies were in the early stages of implementation. While overall outcomes for disadvantaged pupils did not yet demonstrate the level of impact we aspire to, this period was valuable in establishing consistent approaches, building staff understanding and identifying barriers to learning.

Initial monitoring and evaluation indicated that, although some strategies showed promising early signs, their impact was limited by the time required for embedding and consistency across cohorts. These findings have informed refinements to provision, ensuring that approaches are now more targeted, sustained, and responsive to pupils' needs.

As a result of this evaluation, the current academic year focuses on embedding, refining, and strengthening existing strategies rather than introducing additional initiatives. With these foundations now securely in place, we anticipate a stronger impact on attendance and academic outcomes for disadvantaged pupils at the end of this academic year.

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
Read Write Inc	Ruth Miskin (Implemented Sept 2020)
Steplab Coaching Programme	Steplab
Talk For Writing	Talk For Writing