Pupil premium strategy statement 2023 – 2026 Year 3 of statement (2025-2026)

This statement details our school's use of pupil premium 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kibworth CE Primary School
Number of pupils in school	588 (including pre school)
Proportion (%) of pupil premium eligible pupils	12.75% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026 - Year 2 of plan
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2028
Statement authorised by	Nikki Matthew - Headteacher
Pupil premium lead	Danielle Marks – Deputy Headteacher
Governor / Trustee lead	Andrew Petersen - AB governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,735
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Definition of disadvantage.

It has been a long held belief that children in receipt of Free School Meals (FSM) and subsequently the Pupil Premium Grant are disadvantaged due to socioeconomics. It is also recognised that children in other groups are also disadvantaged. This includes children in care (CiC), previous children in care (PCiC), children with Special Educational Needs or Disabilities (SEND) and children who are deemed to be vulnerable such as children with social workers. In fact, this group can include a vast range of areas a child could be disadvantaged by, such as not having access to computers within the home.

At Kibworth CE Primary School, we have now widened this understanding of 'disadvantage' to include and focus considerably on improving outcomes for all children disadvantaged by any means but with a particular focus on children not achieving the age related expectations for their year group as well as children the school is in receipt of Pupil Premium funding for, those on Free School Meals (FSM) , those who are Children Looked After and those who have left care through adoption or other formal routes.

3 Year trend data

National data for all pupils in 2024 – 2025

Subject	School Data (all Y6 pupils)	National Data	School Disadvantaged data (school gap)	National disadvantaged data
Reading	88%	75%	64% (gap -24%)	62%
Writing	83%	72%	71% (gap -12%)	59%
Maths	82%	74%	64% (gap -18%)	59%
Combined RWM	76%	62%	64% (gap -12%)	46%

National data for all pupils in 2023 – 2024

Subject	School Data (all Y6 pupils)	National Data	School Disadvantaged data	National disadvantaged data
Reading	85%	74%	57% (gap -28%)	64%
Writing	77%	72%	93% (gap + 16%)	60%
Maths	78%	73%	71% (gap -7%)	61%
Combined RWM	72%	61%	57% (gap -15%)	45%

National data for all pupils in 2022 – 2023				
Subject	School Data (all Y6 pupils)	National Data	School Disadvantaged data	National disadvantaged data
Reading	71%	73%	70% (gap +1%)	60%
Writing	91%	72%	80% (gap -11%)	59%
Maths	87%	73%	80% (gap -7%)	59%
Combined RWM	68%	58%	70% (gap +2%)	44%

Our school disadvantaged strategy aims for 2023 – 2026 are as follows:

- Reduce the gap between disadvantaged pupils and their peers
- Continue to reduce the gap caused by the Covid-19 Pandemic
- Reduce the number of pupils not achieving age related expectations, thus lowering the percentage of pupils currently in the lowest 20 %
- Ensure all pupils make the best possible progress.

This strategy has been put together with the use of research and reference to two key texts in addition to recommendations form the Endowment and Education Fund (EEF) and also the Sutton Trust.
https://educationendowmentfoundation.org.uk/   https://www.suttontrust.com/

- Addressing Educational Disadvantage in schools and colleges – The Essex way (Marc Rowland, 2021)
- The Inclusive Classroom (Daniel Sobel & Sara Alston, 2021)

We have also produced a new written strategy which is based on the following principles:

1. The school culture and expectations are high for all pupils
2. Data is used regularly and vigorously to identify tightly focused improvement priorities.
3. Evidence based teaching, academic intervention and wider approaches are used to address the root causes of underachievement
4. Training and quality first teaching
5. A long term, well-specified stage by stage plan for addressing disadvantage.
6. Clear outcomes for the impact of strategies are set. Progress is regularly measured using robust and pragmatic measures.

Challenges

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

Challenge number	Detail of challenge

1	**Covid-19 Pandemic and lockdowns in 2020 and 2021** have affected children's learning across the whole school. These children are now in Y5 and Y6, however, younger children's pre schools were also affected and younger children did not have the nursery and pre school experience they should have had.
2	**Y1 phonics summer 2021** – 20% did not achieve national phonics check. 6% PP pupils did not achieve the phonics check in Y1. These pupils are now in Y5. Summer 2021 reading data all pupils - 76% PP pupils 68 % Summer 2023 Year 3 reading data all pupils – 84% PP pupils – 50 % **Phonics 2023 and KS1 reading 2023** Y1 Phonics – 97 % all pupils 89% - PP pupils Y1 Reading – 89 % all pupils 56 % - PP pupils Y2 Reading – 90 % all pupils 69 % - PP pupils
3	**Current Year 6 cohort** with highest percentage of EAL pupils across the school (8%) A number of children with more challenging behaviour and SEND needs. 20 % SEND 17 % PP 5 % PP & SEND Summer 2022 KS1 data for these pupils – Reading 83% Writing 80% Maths 83% Combined 79%.
4	**Summer data 2023 Y2, Y3 and Y4 combined RWM** have larger gaps between disadvantaged and all pupils. Y2 combined all pupils 81 % PP 33 % these pupils are now in Y4 Y4 combined all pupils 75 % PP 50 % these pupils are now in Y6 Y3 combined all pupils 83 % PP 69 % these pupils are now in Y5
5	**2022 – 2023 attendance** data shows children in receipt of FSM had lower attendance than any other group. **End of year data:**
6	**Wellbeing** Significant number of PCiC and CiC children and children who have experienced early trauma, which is impacting in the classroom. Pupils in receipt of FSM and PP funding increasing – more families need support. The number of pupils needing emotional support tis increasing. This has led us to having to increase staff knowledge via training and understanding. We also have an increasing number of parents needing more support from staff, particularly with parenting, general advice about how to support their children and issues such as parental anxiety, form filling, supporting them with their children's attendance.

Row 5 table:

Whole school	PP	FSM	SEND	EAL
96.6%	95.49%	95.01%	95.01%	95.82%

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 gap between disadvantaged pupils and non disadvantaged pupils in reading, writing and maths diminishes over time.	- Current Year 5 cohort percentage at end of year group expectations increases year on year. - Disadvantaged pupils attainment is more in line with their peers - Percentage of disadvantaged pupils reaching ARE increases - Percentage of pupils reaching GD increases
The percentage of disadvantaged pupils getting a combined RWM at expected levels increases over time.	Percentages of pupils getting a combined RWM attainment increases each year
FSM group attendance rises to achieve the national 96 % target.	- FSM attendance is tracked alongside other groups. - Children with specific attendance issues are supported with attendance strategies / family support by ELSA - EWO involved with < 90 % attendance - Lateness is identified early and ELSA involvement put in place to support arrival to school on time. Action plans devised for individual - The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and non disadvantaged peers to be no more than 2% by 2025 - 2026 - The percentage of all pupils who are persistently absent being below 5% and the figure between disadvantaged pupils being no more than 2% below their peers. - Detailed tracking in place
CiC & PCiC children are well supported and have positive relationships with class teachers and other identified key adults.	- Transition meetings between new class teachers and parents are held in the first half term each year. - ELSA support is directed to supporting CiC & PCiC pupils - Wellbeing surveys and qualitative data shows improved wellbeing scores. - Reduction in cpoms incidents
Pupil Premium children also identified as SEND are well supported in class, have swift assessments to pinpoint underlying difficulties and progress is reviewed regularly and jointly by the sendco, class teacher and parents.	- Termly SEND meetings. - Outside agency assessment where needed - Interventions tracked and monitored - Personalised provision plans shared with parents and reviewed termly

	- Additional in school assessments e.g small steps reading, spelling; PM Benchmarking - Gaps in learning filled following analysis

Activity in this academic year 2025 2026

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: £ 44,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher development release time – each teacher released for 2 hours per week for coaching and development £22, 100	EEF – mastery learning + 5 months - Metacognition + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1-6

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

Budgeted cost: £included abovee

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality reading intervention for disadvantaged pupils. £1 £	EEF - teaching assistants + 1 month - Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF - Phonics intervention + 4 months - Reading comprehension intervention + 6 months - Use of Ed Tech for reading - PM Benchmarking - Little Wandle keep up intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2

Continue to fund online learning platforms – Century AI, Times Tables Rockstars £2280	EEF – digital technology + 4 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	1, 4
Small group support and intervention for pupils £	EEF - teaching assistants + 1 month - Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £ 71830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have social, emotional and wellbeing support through employment of ELSA £45,500	EEF Social and emotional learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Disadvantaged families are supported through the role of the family support worker who is able to break down barriers and provide a link between school and families Cost included above	EEF – Parental Engagement EEF – Working with parents to support Children's Learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

Improve attendance and lateness of children on FSM through employment of EWO and support from deputy head and ELSA; attendance vouchers £4830	EEF Parental engagement + 3 months Last academic year, FSM group had the poorest attendance out of all groups https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
Improve wellbeing at lunchtimes for disadvantaged children who find it hard to socialise on the playground – lunchtime retreat; playworkers on KS1 and KS2 playgrounds Opal play project £16,000	EEF Behaviour interventions + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Social and emotional learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Provide financial support to children in receipt of FSM / PP for school trips and for school uniform. £ 4,000 £1500	Previous payments for residential trips and other school trips has been hard to acquire from families meaning some children may miss out. Providing a small 25 % discount has raised the number of disadvantaged pupils accessing residentials. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6

Total budgeted cost: £ 116,735

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?	
Activity	**Review**	**Next steps**
Teacher development release time – each teacher released for 2 hours per week for coaching and development	Each teacher was provided with an additional two hours per week dedicated to coaching and professional development. This structured time was primarily utilised to address the needs of disadvantaged pupils, with a particular focus on reading. Activities included examining approaches such as Little Wandle phonics, MS Reading Progress, Accelerated Reader, and making adaptations to learning.	Going forward, the Teacher Development Time (TDT) will continue, albeit with a reduced time allowance due to financial constraints.
High quality reading intervention for disadvantaged pupils.	There has been a consistent upward trend in Key Stage 2 SATs reading results over the past three years for all pupils, including sustained improvement for disadvantaged pupils for the last two years.	This is to be continued
Continue to fund online learning platforms – Century AI, Times Tables Rockstars	**Year on year improvement in Year 4 MTC** National measure – 2025 37% of pupils nationally achieved full marks 25/ 25 27% of Pupil Premium nationally achieved full marks of 25/25. 76% Kibworth CE Primary School achieved 25 / 25 full marks 69 % Kibworth CE Primary School Pupil Premium achieved 25 / 25 full marks National measure – 2024 57% of Kibworth Pupil Premium achieved full marks of 25/25. Whilst there was an in school gap, disadvantaged pupils outperformed all pupils nationally by 23%.	This is to be continued

	Times Tables Rockstars was used daily and weekly both in school as home learning and heat maps were used to identify gaps and target specific times tables.	
	Multiplication Tables Check (MTC) 	
Small group support and intervention for pupils	Interventions supported pupils to catch up in all year groups, Interventions provided were pre and post teaching in maths; Little Wandle keep up phonics; reading comprehension groups; language intervention; direct instruction precision teaching; PM Benchmarking; MS Reading Progress, Accelerated Reader	This is to be continued
Disadvantaged children have social, emotional and wellbeing support through employment of ELSA	Disadvantaged children have benefitted from targeted social, emotional, and wellbeing support through the employment of an Emotional Literacy Support Assistant (ELSA). Almost all PCiC & CiC pupils accessed ELSA support last year – individual or group support and a large number of PP pupils accessed ELSA support. ELSA tracking sheet and wellbeing screeners used to monitor impact. Regular ELSA review meetings	This is to be continued
Disadvantaged families are supported through the role of the family support worker who is able to break down barriers and provide a link between school and families	Disadvantaged families received support from a dedicated family support worker, who has played a key role in breaking down barriers and maintaining a link between school and families.	This is to be continued

Multiplication Tables Check (MTC)

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	66%	27%	72%	29%	74%	34%	88	76%	-
Average score (out of 25)	24.2	19.8	24.2	20.2	24.5	20.6	86	24.6	-

Improve attendance and lateness of children on FSM through employment of EWO and support from deputy head and ELSA; attendance vouchers

End of year attendance data 20245– 2024 :

Whole school	PP	FSM	SEND
96.4%	94.51%	94.01%	93.67%

Whole school attendance remains high and higher than national target of 96 % and significantly higher than national attendance of 92.8% in 2024-2025.   The gap between all pupils and those on FSM has reduced this year.

End of year attendance data 2023 – 2024 :

Whole school	PP	FSM	SEND
96.6%	94.21 %	93.61%	94.61%

Whole school attendance remains high and higher than national target of 96 % and significantly higher than national attendance of 92.8% in 2023-2024.

	Gap between PP / whole school and FSM / whole school is not yet consistently closer than 2% End of year attendance data 2022 – 2023 |	Whole school	PP	FSM	SEND
96.6%	95.49%	95.01%	95.01%	 This was an increase in groups since the previous academic year – whole school attendance increased by more than 2%; PP increase by almost 4%; FSM increase by almost 5% and SEND increase by almost 3 %.	
---	---	---
Improve wellbeing at lunchtimes for disadvantaged children who find it hard to socialise on the playground lunchtime retreat; playworkers on KS1 and KS2 playgrounds Opal play project	For disadvantaged children who find socialising on the playground challenging, a range of lunchtime initiatives have been implemented. These include a lunchtime retreat, the employment of playworkers in Key Stage 1 and 2 playgrounds, and the Opal play project. More structured activities have been introduced, with ELSA and the Family Support Worker (FSW) present during playtimes to conduct restorative conversations as needed.	To be continued
Provide financial support to children in receipt of FSM / PP for school trips and for school uniform.	25 % reduction in school trips for pupils who are Pupil Premium	To be continued

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not used	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Too few pupils to report
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity