



Kingsway Primary School Disadvantaged Strategy 2026-2029

*Belong First. Thrive
Together.*





Vision

At Kingsway, disadvantage never determines destination. Every child - regardless of background, circumstance or need - belongs here, is known here, and will thrive here.

One Coherent Approach

Our disadvantaged strategy is an extension of our inclusion strategy - one values-led approach to equity and belonging.

Embedded in Everything

Belonging creates the conditions for attendance, engagement, achievement and thriving.

The Kingsway Disadvantaged Commitment



Know Every Child

Every child known as an individual - their strengths, barriers and aspirations.



Culture Over Compliance

Barriers removed through belonging, not bureaucracy.



Relentless Support

High expectations and rich experiences - for every child, every day.



Why Disadvantage Matters at Kingsway

Disadvantage is not a fixed label - it is a set of circumstances that school can powerfully influence.

At Kingsway, disadvantage overlaps with **SEND, attendance, SEMH, safeguarding and family vulnerability** - and our response must reflect that complexity.

- ☐ We act early, act relationally, and act with ambition - because the gap is not inevitable.

Why This Strategy Works

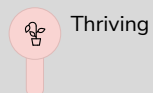
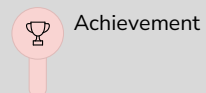
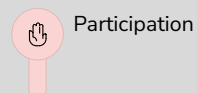
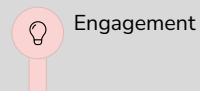
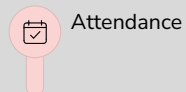
Evidence, research and our knowledge of Kingsway shape everything we do.

High-quality teaching

Early intervention

Universal provision

Relationships



Education Endowment Foundation (EEF)

The EEF provides the strongest evidence base for improving outcomes for disadvantaged pupils.



High-Quality Teaching

The most powerful school-based factor in improving outcomes for disadvantaged pupils.



Adaptive Teaching

Scaffolding and responsive teaching enable pupils to access ambitious learning alongside their peers.



Oral Language

High impact on attainment - particularly effective for disadvantaged pupils.



Reading

Vocabulary development and reading engagement have significant impact across the curriculum.



Attendance

A key factor influencing achievement and life chances.

What Current Research Tells Us About Disadvantage

Closing the disadvantage gap requires a long-term, whole-school approach.



High-quality teaching

The greatest school-based lever for change.



Early intervention

Act before barriers become limitations.



Attendance

Attendance is a key factor in life chances.



Family engagement

Families are partners in their child's success.



Belonging

Wellbeing and belonging underpin achievement.

Alignment with the Trust Disadvantaged Strategy

The Kingsway Disadvantaged Strategy has been developed in direct alignment with the Inspiring Learners Trust Disadvantaged Strategy 2026-2029.

Tackling disadvantage is everyone's responsibility.

Belonging underpins success.

Every child's barriers are different.

Early identification matters.

Early intervention matters.

Equity is more important than equality.

High expectations for every pupil.

Evidence-informed decision making.

Sustainable long-term action.



Why This Matters at Kingsway

Research evidence directly shapes Kingsway practice.

High-quality teaching matters most.

Kingsway: Inclusive Quality First Teaching and Adaptive Teaching.

Oral language matters.

Kingsway: Communication-rich classrooms, speech and language support and vocabulary development.

Attendance matters.

Kingsway: Attendance Through Belonging.

Relationships matter.

Kingsway: Inclusion Backpack, Relational Practice, Family Partnership and Thrive.

Participation and enrichment matter.

Kingsway: OPAL, clubs, trips, performances and leadership opportunities.

What We Know About Disadvantage at Kingsway

Attendance

92.7% attendance · 23.1% persistent absence

Pupil Voice

100% have a trusted adult · 98% say teachers help them · 100% feel treated fairly

Outcomes

Reading 73% · Writing 67% · Maths 73% · Combined 60%

Belonging

Strong family engagement · Relational culture · Trusted adults · Inclusion Backpack

Our evidence tells us that belonging, relationships and excellent teaching create the strongest foundations for disadvantaged pupils to succeed.

Kingsway Context

193

Pupils on Roll

36%

Pupil Premium

National: 24.9%

21.8%

SEND

National: 19.5%

7.8%

EHCP

National: 4.1%

23.8%

EAL

36.8%

Minority Ethnic
Background

"Disadvantage rarely exists in isolation. Our strategy reflects this complexity."

How Kingsway Delivers the Trust Disadvantaged Strategy

📄 Kingsway's disadvantaged strategy is fully aligned with the Trust Disadvantaged Strategy while remaining responsive to our local context.

1. Leadership & Strategy

Pupil Premium evaluation ·
Pupil progress meetings ·
Governor monitoring ·
Attendance and
safeguarding reviews

2. Relational Approach

Inclusion Backpack ·
Attendance Through
Belonging · Thrive · Belong
Accreditation · Family
Partnership

3. Attainment & Progress

Early identification · Early
intervention · Reading ·
Communication and
Language · Adaptive
Teaching

4. Teaching

Inclusive Quality First
Teaching · Communication-
rich classrooms · Vocabulary
development · Reading
culture



Disadvantage and Inclusion: One Approach

Our disadvantaged strategy and inclusion strategy are one coherent approach.

Inclusion Backpack

Understanding the
child behind the data.

Relational Practice

Trust before
compliance.

Belong & Values Accreditation

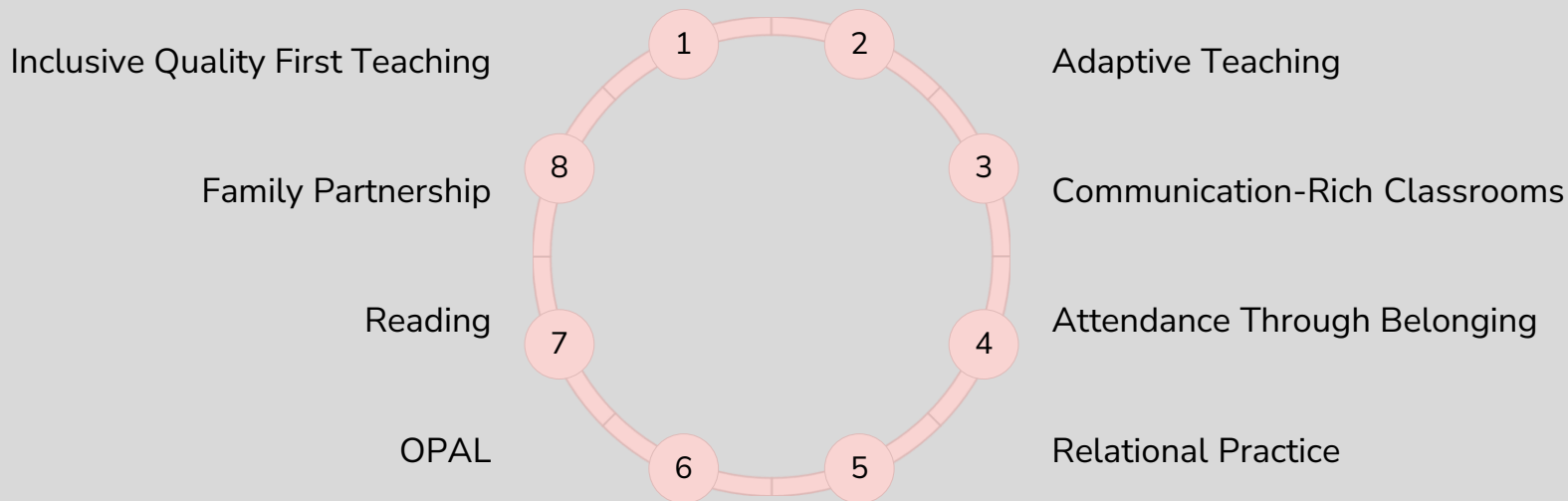
Belonging and
character at the heart
of school culture.



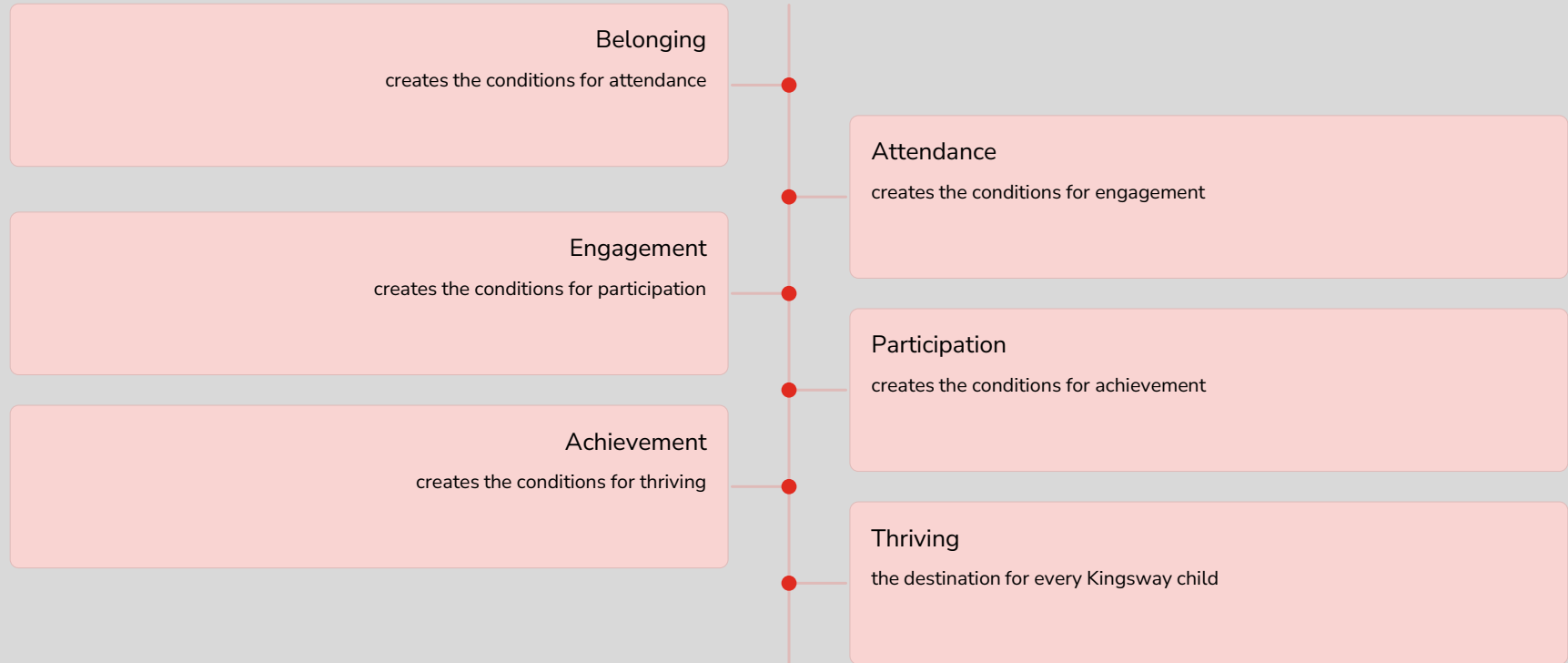
"Before we can teach the child, we seek to understand the backpack they carry."

Universal Provision First

"Our strongest strategy for disadvantaged pupils is getting it right for everyone."



The Kingsway Disadvantage Model



This is the Kingsway Model for improving outcomes for disadvantaged pupils.

Attendance Through Belonging

We do not chase attendance - we build the belonging that makes children *want* to come to school.

Early Identification

Barriers identified early and responded to relationally.

Relational Support

Targeted support for pupils at risk - not just letters home.

The Gateway

Strong attendance unlocks everything else in our model.



Adaptive Teaching and Curriculum Access

The most effective way to improve outcomes for disadvantaged pupils is through consistently excellent teaching.



Inclusive Quality First Teaching

Every disadvantaged learner accesses the **full curriculum** - not a reduced version of it. Inclusive Quality First Teaching and adaptive teaching are our primary mechanisms for improving outcomes.



High Expectations

Disadvantage does not lower the bar - it **sharpens our focus** on removing barriers to reach it.



Responsive Planning

Teachers plan responsively. Every disadvantaged learner has a pathway to access, not just an invitation to attend.

 We act early to prevent barriers becoming limitations.



Communication, Language and Reading

Language is the currency of learning - our response is embedded, not bolted on.

Communication-Rich Classrooms

Structured oracy and vocabulary woven across every year group.

Speech & Language Development

Targeted support embedded in daily school life.

Reading for Equity

One Education Silver Reading Award.
Reading is not a subject - it is a right.



Family Partnership

Families are not barriers to overcome - they are partners in their child's success.

- Our **Family Partnership** approach builds trust, reduces vulnerability and extends the school's relational culture into the home.
- We offer practical support, open communication and **aspirational conversations** - not just information evenings.
- When families feel they belong at Kingsway, children do too.

Enrichment and Wider Opportunities



OPAL - Outdoor Play & Learning

All children access high-quality play, physical development and social connection through our OPAL programme. Play is purposeful, inclusive and joyful.



Trips, Clubs & Performances

Trips, performances and clubs are accessible to every child - barriers of cost or confidence are actively and proactively removed.



Leadership Opportunities

Disadvantaged pupils are given every opportunity to lead, represent and contribute - building aspiration and identity alongside their peers.



Enrichment is not a reward. It is a right.

Emotional Wellbeing and Thrive

A child who is not emotionally safe cannot learn. **Wellbeing is not separate from achievement - it is the foundation of it.**

- Our **Thrive** approach provides a trauma-informed, attachment-aware framework for understanding and responding to SEMH need.
- Disadvantaged pupils with wellbeing barriers receive relational, personalised support - **embedded in daily school life, not extracted from it.**



Leadership of Disadvantage

At Kingsway, tackling disadvantage is everyone's responsibility.

Disadvantage is not owned by one person. It is a collective responsibility.

Attendance Reviews

Safeguarding Reviews

SEND Reviews

Pupil Progress
Meetings

Family Support Processes

Governor Monitoring

 Explicitly aligned to Trust Strategic Aim 1: Leadership and Strategy.

Strategic Priorities 2026-2029

Our strongest strategy for disadvantaged pupils is getting it right for everyone.

Attendance Through Belonging

Reduce persistent absence through relational, family-centred approaches.

Communication and Language

Strengthen oracy, vocabulary and speech and language across all year groups.

Reading and Curriculum Access

Every disadvantaged pupil a confident reader with access to an ambitious curriculum.

Family Partnership and Aspirations

Deepen family engagement through trust, support and opportunity.

 We act early to prevent barriers becoming limitations.

Measuring Success

Attendance

Closing the gap with national and non-disadvantaged peers.

Reading & Language

Tracked termly, intervention impact reviewed rigorously.

Wellbeing & Belonging

Pupil voice, Thrive assessments and relational data.

Family Engagement

Quality and depth of partnership, not just attendance at events.

Enrichment Participation

Every disadvantaged child accessing the full breadth of school life.

Success By 2029

Attend · Engage ·
Achieve · Thrive

Disadvantaged pupils
attend and achieve at
rates that match or
exceed their peers.

Every Child Has...

A trusted adult · A
reading identity · Rich
experiences

Families...

Feel valued · Feel heard · Feel partnered

"Destination is never determined by disadvantage."

**Recognised by Ofsted, families and - most importantly - our
children.**



Our Final Commitment

Kingsway tackles disadvantage through belonging, relationships, excellent teaching, family partnership and ambitious opportunities.

Disadvantage should never limit opportunity.

Every child deserves to belong.

Every child deserves to flourish.

Every child deserves to thrive.

Belong First. Thrive Together.

Disadvantage never determines destination.