

Pupil premium strategy statement – Kingsway Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	193
Proportion (%) of pupil premium eligible pupils	36% (National 24.9%)
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)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Kate Baskeyfield (Headteacher) Kylie Spark (Head of Trust)
Pupil premium lead	Paul Walker (AHT Inclusion)

Governor / Trustee lead	Helen Johnson (Chair of Governors)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£96,100

Part A: Pupil premium strategy plan

Statement of intent

- At Kingsway Primary School, we believe that disadvantage should never determine destination.
- Our disadvantaged strategy is rooted in the belief that every child deserves to belong, participate, achieve and thrive regardless of their starting point, background or circumstance.
- Our approach aligns fully with our Inclusion Strategy and the Inspiring Learners Trust Disadvantaged Strategy. We recognise that disadvantage rarely exists in isolation and often overlaps with SEND, attendance barriers, social, emotional and mental health needs, communication difficulties, safeguarding concerns and wider family vulnerability.
- As a small one-form-entry primary school, we place significant emphasis on high-quality universal provision. We believe that our strongest strategy for disadvantaged pupils is getting it right for everyone. Through Inclusive Quality First Teaching, adaptive teaching, communication-rich classrooms, reading, Attendance Through Belonging, OPAL, relational practice and strong family partnerships, we create the conditions in which all pupils can thrive while providing additional support where required.
- Our approach is informed by the following principles:
 - Disadvantage is everyone's responsibility.
 - Belonging creates the conditions for attendance, engagement, achievement and thriving.
 - High-quality teaching is the most powerful lever for improving outcomes.
 - Early identification and early intervention prevent barriers becoming limitations.
 - Decisions are evidence-informed and responsive to need.
 - Families are partners in their children's success.
 - To ensure our approach is effective we will:
 - maintain high expectations for every child
 - act early when barriers are identified

- prioritise excellent teaching and universal provision
- strengthen attendance through relational approaches
- provide targeted support where evidence demonstrates additional need
- continually evaluate impact through robust monitoring and review.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication development. Assessments, observations and professional discussions indicate that speech, language and communication needs represent one of the most significant barriers for disadvantaged pupils at Kingsway. Limited vocabulary, reduced exposure to language-rich experiences and communication difficulties impact access to the curriculum and wider participation.
2	Reading attainment and reading engagement. Some disadvantaged pupils enter school with lower levels of literacy development and fewer opportunities to develop reading behaviours outside school. This impacts attainment, vocabulary acquisition and wider curriculum access.
3	Attendance and persistent absence. Attendance data demonstrates that disadvantaged pupils are more likely to experience attendance difficulties due to complex and varied barriers. Reduced attendance affects curriculum access, engagement, wellbeing and achievement.
4	Social, emotional and mental health needs. A proportion of disadvantaged pupils experience SEMH barriers, emotional regulation difficulties, anxiety or adverse experiences that impact learning, engagement and attendance.
5	Reduced access to enrichment opportunities and wider experiences. Some disadvantaged pupils have fewer opportunities to access enrichment, leadership experiences, cultural capital and wider life experiences, potentially impacting aspiration, confidence and participation.

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
Improved communication, language and vocabulary development for disadvantaged pupils.	Assessment, observation and pupil voice demonstrate improved communication skills, increased vocabulary and greater confidence in speaking and listening.
Improved reading attainment and engagement.	Reading attainment improves and disadvantaged pupils demonstrate increased confidence, fluency and enjoyment of reading.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils continues to improve towards 96%+, with persistent absence reducing over the duration of the strategy.
Improved wellbeing, emotional regulation and sense of belonging.	Pupil voice, Thrive assessments and pastoral data demonstrate improved wellbeing, engagement and belonging.
Increased participation in enrichment opportunities and wider school life.	Disadvantaged pupils participate fully in enrichment, clubs, trips, leadership opportunities and wider curriculum experiences.
Improved attainment and progress from individual starting points.	Disadvantaged pupils achieve strongly from their starting points and gaps continue to diminish over time.

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: £32,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop Inclusive Quality First Teaching (IQFT) and adaptive teaching through professional development,	EEF evidence identifies high-quality teaching as the most important school-based factor in improving outcomes for disadvantaged pupils.	1,2,3,4,5

coaching, responsive teaching and effective classroom practice.		
Strengthen communication-rich classroom practice, including explicit vocabulary instruction, structured talk opportunities and oracy development across the curriculum.	EEF Oral Language research demonstrates significant impact on both communication and attainment outcomes.	1,2
Further strengthen reading provision through phonics, reading fluency, vocabulary instruction, reading comprehension and a strong whole-school reading culture.	EEF evidence demonstrates that reading approaches have a significant positive impact on disadvantaged pupils.	1,2
Professional development focused on relational practice, attendance, communication, inclusion and SEMH.	Research demonstrates that sustained professional development improves teaching quality and outcomes for pupils.	3,4,5
Use diagnostic and formative assessment to identify barriers early and inform responsive classroom practice.	EEF guidance identifies diagnostic assessment as a key component of effective provision and early intervention.	1,2,3,4

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

Budgeted cost: £32,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language support including WellComm, SALT programmes, communication interventions and	EEF Oral Language evidence highlights strong impact from targeted communication interventions.	1

language development programmes.		
Targeted reading interventions including phonics, fluency, comprehension and reading support for identified pupils.	EEF evidence demonstrates that targeted literacy interventions can accelerate progress.	2
Early intervention and small-group support delivered in response to identified needs through regular assessment, monitoring and review.	Research consistently identifies early identification and early intervention as effective approaches for preventing gaps widening.	1,2,3

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

Budgeted cost: £32,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Through Belonging strategy including attendance reviews, family support and relational attendance approaches.	DfE and EEF evidence highlights attendance as a key factor in improving outcomes for disadvantaged pupils.	3
Thrive, ELSA and pastoral support to improve wellbeing, emotional regulation and SEMH outcomes.	EEF Social and Emotional Learning guidance demonstrates positive impacts on attainment and wellbeing.	4
Family Partnership approach including Early Help, Trafford Teams Together, pastoral support and parental engagement.	Effective parental engagement is associated with improved attendance, wellbeing and outcomes.	3,4,5
OPAL, enrichment opportunities and wider participation	Evidence suggests enrichment opportunities improve engagement, wellbeing and participation.	4,5

activities to improve confidence, belonging and social development.		
Financial support and removal of barriers to participation in educational visits, clubs, residential and wider opportunities.	Removing financial barriers improves equity, participation and access to the wider curriculum.	5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Kingsway Primary School's Pupil Premium Strategy should be read alongside:

- Kingsway Inclusion Strategy 2026-2029
- Kingsway Disadvantaged Strategy 2026-2029
- Inspiring Learners Trust Disadvantaged Strategy 2026-2029

Our disadvantaged strategy is fully aligned with both our Inclusion Strategy and the Trust Disadvantaged Strategy.

At Kingsway, we believe disadvantage never determines destination. Our strongest strategy for disadvantaged pupils is getting it right for everyone through Inclusive Quality First Teaching, adaptive teaching, attendance through belonging, communication-rich classrooms, strong family partnerships, enrichment opportunities and relational practice.

We believe that belonging creates the conditions for attendance, attendance enables engagement, engagement increases participation, participation drives achievement and achievement allows children to thrive.

Belong First. Thrive Together.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the previous academic year using statutory assessment outcomes, internal assessment information, attendance data, pastoral information, pupil voice, staff voice and wider school improvement evidence.

The performance of disadvantaged pupils at the end of Key Stage 2 remained broadly positive. In 2025-26, 60% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined. Reading outcomes were a particular strength, with 73% achieving the expected standard and 20% achieving the higher standard. Mathematics outcomes were similarly strong, with 73% achieving the expected standard and 20% achieving the higher standard. Writing outcomes remained positive, with 67% of disadvantaged pupils achieving the expected standard and 13% achieving greater depth. Science outcomes were also strong, with 80% achieving the expected standard. These outcomes demonstrate significant improvement compared with historical disadvantaged outcomes at Kingsway and reflect the impact of high-quality teaching, early intervention and strong inclusive practice.

Internal evidence, lesson visits, pupil progress reviews and staff voice demonstrate that adaptive teaching continues to be a significant strength across the school. Our focus on Inclusive Quality First Teaching has reduced reliance on large numbers of intervention groups and enabled pupils to access learning alongside their peers. Staff confidence in supporting a broad range of needs has increased and there has been a reduction in lost learning time and classroom dysregulation. Our approach focuses on "keep up rather than catch up", ensuring support is delivered early and responsively.

Reading continues to be a major strength of the school. Significant investment in reading, including a book-led curriculum, daily story time, poem of the day, reading clubs, improved library provision and a strong focus on reading for pleasure, has helped create a positive reading culture across the school. We have deliberately developed a diverse range of texts to ensure that all children can see themselves represented within the books they read. This is particularly important for disadvantaged pupils, many of whom have more limited access to books and reading experiences outside school. Reading engagement, pupil voice and statutory outcomes all suggest that this investment continues to have a positive impact.

Attendance Through Belonging has had a significant impact on school culture and relationships with families. Our approach recognises that attendance is not something that should be done to families but achieved alongside them through trust, support and partnership. The school's presence on the gate, pastoral support, Early Help processes, Trafford Teams Together model and relational attendance practices have

strengthened parental engagement and enabled barriers to attendance to be addressed collaboratively. Parents increasingly seek support from school at an earlier stage and attendance conversations are now embedded as part of our wider relational approach. Our Relational Attendance Calendar further strengthens this preventative and supportive model.

Whole-school attendance remained above national averages at 95.0%, whilst persistent absence was below national levels. However, disadvantaged attendance remains a key priority. Attendance for disadvantaged pupils was 92.7% and persistent absence remained high at 23.1%. Whilst attendance outcomes demonstrate that significant barriers remain for a number of families, the school's pupil voice, pastoral evidence and family engagement data suggest that relationships with families are increasingly strong and provide a secure foundation for future improvement.

OPAL has had a transformational impact on playtimes and lunchtimes. Staff feedback, parent feedback, pupil voice and CPOMS data demonstrate significant improvements in engagement, participation and behaviour. Behaviour incidents have reduced by approximately 35% during the first year of implementation. Children report greater enjoyment of playtimes and are increasingly engaged in purposeful play and social interaction. The impact of OPAL has strengthened our wider culture of belonging and contributed positively to behaviour, relationships and wellbeing.

Pastoral provision has also strengthened significantly. The appointment of a dedicated pastoral lead has increased parental engagement and improved access to support services. Families have engaged positively with Early Help, local authority programmes, SEND workshops, Educational Psychology support, school nurse drop-ins and family-centred interventions. As a result, the school has been able to identify and address barriers earlier and more effectively.

Pupil voice demonstrates exceptionally strong levels of belonging, safety and trust. Almost all pupils report that teachers help them do their best, treat people fairly and provide the support needed to learn successfully. All pupils reported that there is an adult in school they can talk to if they are worried. Pupils also reported feeling safe in school and overwhelmingly positive about how adults respond to bullying and support their learning. These findings provide strong evidence that Kingsway's relational and values-led approach is having a positive impact across the school community.

The Inclusion Backpack model continues to underpin our inclusive practice. Rather than waiting for formal diagnoses, staff respond proactively to emerging barriers and provide support at the earliest opportunity. This has strengthened inclusion across the school and contributed to improved engagement, reduced dysregulation and increased staff confidence when supporting a diverse range of needs.

Whilst there have been many successes, our evaluation has also identified areas requiring continued focus. Early language development remains a significant priority,

particularly within EYFS. Disadvantaged EYFS outcomes and disadvantaged phonics outcomes remain vulnerable due to the high level of need within these cohorts and the small cohort sizes involved. In 2025-26, disadvantaged GLD was 33% and disadvantaged Year 1 phonics outcomes were 40%, although disadvantaged Year 2 phonics outcomes improved to 100%. These findings reinforce the importance of our strategic focus on communication and language, vocabulary development, speech and language support and early intervention.

Overall, the evidence suggests that we are making positive progress towards the aims of our strategy. Our strengths include adaptive teaching, relational practice, attendance through belonging, OPAL, family partnership and reading culture. Moving forward, our revised disadvantaged strategy places even greater emphasis on communication and language, reading, attendance, early intervention and family partnership, ensuring that disadvantage never determines destination and that every child can belong, participate, achieve and thrive.

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
OPAL (Outdoor Play and Learning)	OPAL CIC
ELSA	Educational Psychology Service
WellComm	GL Assessment

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.