

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingfisher Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2027
Date this statement was published	10 th September 2026
Date on which it will be reviewed	27 th July 2027
Statement authorised by	Mr Jack Green
Pupil premium lead	Mr Jack Green
Governor / Trustee lead	Mrs Emma Belcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,580
Recovery premium funding allocation this academic year	£0
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	£41,580

Part A: Pupil premium strategy plan

Statement of intent

Rationale: At Kingfisher Primary School we provide a high quality of education for all our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education. We are also aware of the pressures which children from service families are under and seek to provide the best tailored support for these children also so that they can continue to thrive.

The school has selected to target academic support, emotional support, family learning support, behaviour support as well as other tangible and practical measures such as school uniform subsidy and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Main Barriers: These encompass a whole range of factors including socio- economic background, behavioural difficulties, language difficulties experienced by pupils who have English as an additional language, physical and emotional issues brought about by, for example, a deployment of a parent overseas. Our attitude to all these barriers, however, is that with help they can all be overcome and that all children educated here can and do achieve extremely well whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background
2	Low start point in Reception
3	Behavioural difficulties
4	Language difficulties
5	Physical and emotional issues

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
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-PP peers nationally and in school.	- PP children attainment is as good as or exceed non-PP attainment across KS2. - Progress of KS2 PP pupils from KS1 is in line with or exceed their non-PP peers.
To ensure that all of our PP children reach the expected National phonics standard by the end of Year 1.	100% of our PP children in Y1 pass the phonics screening.
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment at the end of Year 2 as their non-PP peers nationally and in school.	100% of PP pupils at the end of Y2 achieve ARE in Reading, Writing and Maths.
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment at the end of Year 6 as their non-PP peers nationally and in school.	100% of PP pupils at the end of Y6 achieve ARE in Reading, Writing and Maths.
To ensure that all our PP children have access to high quality education experiences in the form of visitors, school trips and visits.	- PP children access a wide range of enrichment activities that they may not attend outside of school. - PP children engaging in after-school clubs. - All PP attending school trips and swimming lessons.
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	- Behaviour of children from Service families is very good. - Attainment of children from Service families is in line with or exceed children from non-Service families. - Attendance of children from Service families is very good. - Children from Service families feel well-supported by the school. - All children from Service families attend the Dandelion club solely for children with parents in the armed forces.

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: £6,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the teaching of vocabulary across the curriculum and the importance of the spoken word.	Ensure pupils use the correct terminology across the curriculum when speaking and writing. Pupils will feel empowered and will be able to use their learning in context with enhanced confidence. Oracy skills will be improved and this will be reflected in attainment.	1 2 4
Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2 through high quality CPD.	Through staff CPD, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of year group curriculums and expectations across different key stages. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content. Staff will be encouraged to observe in other year groups and across other Trust schools to develop their own understanding and put pedagogy into practice. Subject leader CPD opportunities will ensure leader's knowledge remains current and relevant to the pupil's needs, new learning opportunities for pupils will enrich the curriculum further. This will be supported further using National College CPD resources available to all staff.	1 2
Effective feedback	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). +6 months	1 2 3 4 5

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

Budgeted cost: £15,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for phonics intervention	Additional LSA hours to run phonic sessions for Y1 and Y2 pupils to ensure that they are secure in their phonic knowledge. +4 months	2 4
NELI for pupils in Reception who have poor language skills.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. +5 months	1 2 4
One-to-one tuition Targeted interventions for spelling intervention	Additional LSA hours to run specific spelling sessions for pupils to ensure that they are applying their spelling knowledge to their writing. +5 months	2 4
One-to-one tuition: Targeted interventions for maths intervention	Additional LSA hours to run maths sessions for pupils in Y3 & Y4 to ensure that they have a secure knowledge of multiplication facts. +4 months	2 4
High quality homework and strong engagement with families	Provide a range of high-quality learning opportunities for children to help further their learning and close attainments gaps for PPG pupils. PPG pupils will have the option to participate in homework clubs and receive adult support outside of normal school hours. +5 months	1 4
Develop a system of mentoring between PPG children and adults	PPG Children will be assigned 'Learning Mentors' to assist them with their key areas for development. The adults will act as a positive role model and promote healthy learning habits whilst encouraging greater participation in the classroom, homework and extracurricular activities on offer at school. +2 months	1 3 5
Extending the school day - Homework clubs for pupils KS2.	Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school. +5 months	1 3 4 5

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

Budgeted cost: £19,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible behaviour support.	School-based LSA support for PP children who display challenging behaviour. LSA is able to support within the classroom or outside of the class for intervention if required, returning when ready. Children access appropriate educational activities away from the classroom. *+4 months	3 4 5
Dedicated staff member trained in ELSA.	School-based LSA to support the emotional needs of pupils from within school using their own resources. *+4 months	1 3 5
Early interventions for behaviour – support from PFSA	Staff work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance. Where families need further support, this will be delivered through the PFSA programmes to improve wellbeing and social skills. This will improve cultural capital amongst pupils. +4 months	3 4 5
Issues with attendance is address rapidly – support from PFSA, School Leaders and other intervention services.	Rigorous monitoring of attendance across the school, particularly with PPG/SGP pupils. Non-attendance is addressed rapidly and support given to families to ensure this improves. This may take the form of PFSA support, fee free Breakfast Club place and working with external agencies to ensure significant issues are dealt with satisfactorily. +4 months	1 3 5

Self-regulation strategies.	Evidence suggests that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. *+8 months	3 4 5
Behaviour Intervention: SEMH Nurture Groups	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. *+3 months	3 4 5
Enrichment activities	PP pupils encouraged to participate in arts activities which come at an extra cost. Theatre shows and productions, artist and poet visits during curriculum time bring key stage and classes together. Pupils have opportunities to take part in performances and exhibitions. All PP children take part. * +2 months	1 3 5
Dandelions Group for Service Children	Social and Emotional Learning. Additional LSA hours to run a specific club for pupils whose parents serve in the military, giving them a sense of knowing others are in the same situation. * + 4 months	3 5
Breakfast Club & After-school Club provision	Breakfast Club and After School Club provision available to those PP children and families who need it to ensure that attendance at school is good.	1

Family Learning	Parental Engagement. Time for pupils to learn with their parents on Art, Forest School, English and Maths activities. Tutor teaches parents how KF teaches maths concepts/skills. Parents work through activities with their child. Groups include PP pupils. This is to include specific sessions run by class teachers to help engage and support parents in supporting the learning of children at home. Different areas will be covered over the course of the academic year such as Active play, Early reading, Reading comprehension, Calculation strategies, Multiplication, Grammar and Online Safety. This will be constantly evolving and reactive to the needs of the parents and children. + 3 months	1 2 5
Providing school uniform for PP children who require it.	Pupil Premium pupils, who are in financial difficulties, are offered missing items of school uniform, free of charge.	1
School trip subsidies for PP children who require it.	Pupil Premium pupils, who are in financial difficulties, are offered opportunities to take part in visits and trips, either free of charge or at a subsidised cost. + 3 months.	1
Swimming subsidised for PP children who require it.	All pupils, who cannot swim 25metres unaided are given extra lessons. This group includes pupil premium children.	1
Self-regulation strategies and mindfulness.	Evidence suggests that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome	3 4 5

	challenges themselves in the future. *+8 months	
Arts participation	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. +3 months	1 2 3 4

Total budgeted cost: £41,580

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 2025 to 2026 academic year.

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
ELSA	Somerset Council