# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Kilnhurst St Thomas' C of E Primary Academy |
| Number of pupils in school | 195 (217 fte) |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025-26 and 2026-27 |
| Date this statement was published | Oct 2025 |
| Date on which it will be reviewed | Oct 2026 |
| Statement authorised by | L. McHale |
| Pupil premium lead | V. Sherwood |
| Governor / Trustee lead | J. Newman |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £95 360 |
| 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** <br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £95,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Kilnhurst St Thomas CE Primary Academy, our mission is rooted in our Christian ethos and our commitment to *"Being the Best We Can Be."* We aim for every child to flourish academically, socially, and emotionally, regardless of socio-economic or educational barriers. Our Pupil Premium strategy is designed to ensure equity, excellence, and opportunity for all, with a sharp focus on those who need it most.

We believe that in order for our children to achieve their full potential, the following principles must underpin our approach:

**Our Core Principles**
√ High-Quality Teaching for All
Every child will access consistently excellent, research-informed teaching. Our staff are committed to continuous professional development to ensure that classroom practice is precise, adaptive, and impactful.
√ Inclusive, Knowledge-Rich Curriculum
Our curriculum is ambitious, broad, and designed with memory and mastery in mind. It reflects the needs of our pupils and our community, ensuring that all children can access and succeed.
√ Early and Sustained Intervention
We identify barriers swiftly through robust assessment and provide timely, targeted interventions. No child will be left behind; gaps are closed quickly and effectively.
√ Reading as a Priority
Reading is the gateway to learning. We prioritise early reading and phonics in EYFS and KS1, and ensure that any child who has not met the expected standard in KS2 receives intensive support. Reading fluency and comprehension are central to our work.
√ Strong Foundations in Writing and Maths
We focus on building secure foundations in writing and mathematics, particularly in the early years, while supporting older pupils who need to catch up.
√ Vocabulary and Oracy Development
 We actively develop pupils' vocabulary and oracy skills across the curriculum, enabling them to articulate their understanding confidently and effectively.
√ High Expectations and Positive Culture
 Our school culture promotes high expectations for behaviour, attitudes, and effort. Every child feels valued, loved, and supported to thrive.
√ Attendance and Punctuality
 We work in partnership with families to ensure excellent attendance and punctuality, recognising these as essential for success.
√ Individualised Support
 Leaders and teachers know every child well. Individual needs are understood and addressed through personalised plans and regular progress reviews.

***We will know we have been successful when:***
*Behaviour, attitudes and engagement in learning, the curriculum and school life, of the Pupil Premium children is high …*
- All Pupil Premium pupils make good or better progress from their starting points.
- Any pupil falling behind is identified quickly and supported to catch up.
- Assessments are accurate, used effectively, and demonstrate strong retention of knowledge.
- Pupil Premium pupils develop confidence, resilience, and a love of learning.
- Our provision reflects our vision: *Being the Best We Can Be.*

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 Lower than average attainment of PP eligible pupils in English and Maths. | Whole school data: <br> 44% of PP pupils reached the expected standard combined in 2024- 25. (52% - Non PP) <br> 56% of PP pupils reached the expected standard in reading in 2024- 25. (67% - Non PP) <br> 67% of PP pupils reached the expected standard in writing in 2024- 25. (71% - Non PP) <br> 44% of PP pupils reached the expected standard in maths in 2024- 25. (81% - Non PP) <br> 56% of PP pupils reached the expected standard in SPAG in 2024- 25. (67% - Non PP) |
| 2 Phonics and Early Reading | 50% of pupil premium eligible achieved the ELG in word reading by the end of EYFS. |
| 3. Oracy/ Language acquisition | A high proportion of pupil premium eligible children have an additional identified SEND. This has led to a vocabulary deficit for these children. It also impacts the children's social communication skills significantly and their ability to reason and articulate their thoughts. |
| 4. SEND (outcomes relating to SEMH and communication and interaction) | 30 of the 64 pupil premium eligible pupils also have an identified SEND. 4 pupils have an EHCP. A high number of these pupils primary need is SEMH and speech, language and communication needs. <br> 75% of PP eligible pupils achieved the speaking ELG by the end of EYFS. |
| 5 Attendance | Rates of persistent absenteeism have been higher for PP eligible pupils, compared to non-PP eligible pupils. Absence due to lower cost, unauthorised, term-time holidays has impacted overall attendance and, subsequently, loss of learning time. |

# 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 |
|---|---|
| There will be a strong culture of high expectations of all children and a belief from all that eve- | • All stakeholders – staff, pupils, Local School |

| ry child can achieve and that learning is to be valued | <ul><li>Board, and parents – will speak positively about the school, celebrating what has been achieved and what can be achieved by every child.</li><li>Every child will be fully included in the classroom. Policies and practices will focus on finding solutions to challenges, fostering a culture of adaptability to meet individual needs.</li><li>Children will hold high expectations of themselves, demonstrated through strong academic outcomes and positive attitudes to learning.</li><li>The school environment will be purposeful, welcoming, and of the highest quality, supporting effective learning and personal growth.</li></ul> |
|---|---|
| Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum | <ul><li>Pupil Premium pupils make rapid and sustained progress, enabling them to catch up with their peers and increasing the percentage reaching Age-Related Expectations (ARE).</li><li>Standards for all Pupil Premium pupils are raised by the end of each key stage, significantly closing the gap with national outcomes.</li><li>All Pupil Premium pupils, except those with significant cognitive barriers, quickly secure phonics and foundational skills in writing and mathematics, achieving the expected standard.</li><li>For pupils with complex cognition and learning needs, bespoke SEN plans will be implemented to ensure measurable progress against personalised targets.</li><li>A greater proportion of Pupil Premium pupils make good progress across the full curriculum and successfully attain identified end points.</li></ul> |
| Quality First Teaching and the use of targeted interventions are consistently good or better, as evidenced by pupil outcomes in data, pupil voice, and the quality of work in books. | <ul><li>Teaching across all year groups will be consistently strong, with an increasing proportion of practice being exceptional. This will be underpinned by research-informed approaches, including Adaptive Teaching, Teach Simply, Generative Learning, Bloom's Taxonomy, and Rosenshine's Principles.</li><li>Any Pupil Premium child who begins to fall behind will be identified swiftly through rigorous tracking and monitoring. Performance information will be used to inform subsequent provision and ensure timely, targeted intervention.</li><li>Interventions will be precise and purposeful, supporting all Pupil Premium pupils to close attainment gaps effectively.</li><li>As a result of quality first teaching, effective adaptations, and well-targeted interventions, all Pupil Premium pupils will meet their agreed targets across the school.</li></ul> |
| Pupil Premium pupils' oracy skills and vocabulary repertoire will continue to develop over time, with a strong emphasis on applying these skills across the wider curriculum and in all subject areas. | <ul><li>A systematic approach to vocabulary teaching will be fully embedded, enabling pupils to apply new vocabulary confidently within their writing. Strategies to support language acquisition across the curriculum will have a significant im-</li></ul> |

| | |
|---|---|
| | pact on progress. |
| | - Vocabulary development, supported by pupil guides, will be extended to ensure pupils acquire and use a richer vocabulary and deeper knowledge across all subjects. |
| | - Curriculum planning will precisely identify Tier 2 and Tier 3 vocabulary, ensuring regular opportunities for pupils to practise and revisit these words both orally and in written form. |
| | - Pupils will engage proactively in class discussions across the curriculum, using a wider range of precise vocabulary and applying agreed discussion guidelines. |
| | - Pupils will make measurable progress through a carefully planned oracy curriculum. |
| | - Oracy will be taught explicitly. |
| | - Through retrieval practice and the spiral nature of vocabulary and sentence stem teaching, pupils will embed knowledge into long-term memory—ensuring **Pupil Premium pupils remember more** and apply it effectively. |
| Attendance for Pupil Premium pupils will continue to improve, with the vast majority achieving good overall attendance. The proportion of Pupil Premium pupils who are persistently absent will reduce significantly. | - The rigorous application of the attendance policy, including the layered intervention system, will ensure Pupil Premium pupils attend at a level at least in line with national averages. |
| | - Pupil Premium pupils will receive timely support whenever barriers to attendance are identified, through careful monitoring and early intervention. |
| | - Attendance will maintain the strong levels seen prior to lockdown, with Pupil Premium pupils' attendance matching that of all pupils nationally. |
| | - Target for pupils eligible for Pupil Premium: 2025–26 = 95%. |
| | - Through precise identification and targeted action, the percentage of Pupil Premium pupils who are persistently absent will reduce from the current figure of 15.2%. |
| An increasing number of Pupil Premium pupils will actively contribute to school life and engage with a wide range of enrichment opportunities beyond the classroom. | - The vast majority of Pupil Premium pupils will participate in enrichment activities, including extra-curricular clubs and responsible roles. Where participation does not occur, a clear rationale will be documented. |
| | - All Pupil Premium pupils will have the opportunity to take part in a school performance, ensuring inclusion in cultural and creative experiences. (Rocksteady Music) |
| | - Pupil Premium pupils will engage with wider leadership and responsibility opportunities such as Pupil Leadership groups (Comms Team) Wellbeing Ambassadors, Playtime Leaders, Upstanding School Prefects. EYFS Crew, Lunchtime monitors, Librarians. Participation in these activities will positively impact pupils' personal, social, and emotional development (PSED), behaviour, and academic achievement. |
| To raise the aspirations and ambitions of Pupil | - An increased range of opportunities for parents |

| | |
|---|---|
| Premium pupils and their families by fostering greater engagement with learning and promoting a culture of high expectations and achievement. | and carers to engage with learning will be established, leading to:<br><br>• A higher percentage of parents/carers of Pupil Premium pupils engaging positively with home learning and the learning taking place in school.<br>• Parents/carers accessing workshops and support sessions provided by the school.<br>• Identified pupils and their families will place greater value on learning, fostering a culture of aspiration and achievement. |

# 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: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context:<br><br>• Ensure progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.<br>• All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently.<br>• The expectation of pupils' outcomes is accurately pitched for them to make progress from their starting points.<br>• Progression in learning will be evident.<br>• Children will be able to talk about what they have learnt.<br>• Children will be able to apply what they have learnt to a different context.<br>• All teaching staff will understand how to assess pupils across each aspect of the curriculum.<br>• Pupils will be provided with pupil guides to support them to assess their own knowledge | Why Don't Students Like School'- Dan WIllingham<br><br>Rosenshine principles and the 'Tom Sherington Walk Thrus'<br>Blooms taxonomy<br>Adaptive Teaching Internal data and monitoring outcomes<br><br>EEF Guide to the Pupil Premium<br>EEF Teaching and Learning Toolkit<br>EEF Guidance on Assessment and Feedback<br>EEF Metacognition and Self-Regulated Learning | 1,2 |
| To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory:<br>• children to know more and remember more<br>• Focus leadership on further developing the culture of high expectations of ALL pupils: a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters.<br>• Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building.<br>• Develop an agreed/consistent approach to the use of generative approaches and retrieval strategies across school, alongside the use of Jotters, talk partners and pupil | Internal data and monitoring outcome<br>EEF – Cognitive Science in the Classroom<br>Why Don't Students Like School'- Dan WIllingham<br>Rosenshine, Retrieval Practice- Kate Jones<br><br>Generative Learning: Fiorella, Mayer and Ense | 1,2 |

| | | |
|---|---|---|
| guides/ guide on a side. <br>• Retrieval strategies and skills are taught and frequently revisited. <br>• Within all CPD staff to consider the implications for children not yet at the expected standard. <br>• Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise | Barak Rosenshine – principles of instruction <br>John Sweller's Cognitive Load Theory <br>Botheredness – stories, stance and pedagogy | |
| To ensure children make progress in the vocabulary acquisition and oracy development - Language acquisition: <br>• Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum) <br>• Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our pupil guides. <br>• Increase intentionality in the teaching of oracy across the curriculum through the different use of tasks. | 'Writing scheme of Work' <br>Bringing Words to Life and Alex Quigley Vocabulary Gap. <br>EEF Developing Vocabulary in Early Years Education and Supporting Communication and Language in the Early Years <br><br>EEF Oral language interventions | 1, 2,3, |
| Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further. <br>• Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly. <br>• Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high-quality provision within quality first and through targeted intervention <br>• Develop adaptive teaching approaches such as the use of the Birmingham toolkit - Evaluate the impact of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. <br>• Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics. (RWI/ National College) | EEF Toolkit: Teaching Assistants and MITA research <br><br>EEF Toolkit Work with external agencies | 4 |

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

Budgeted cost: £ 20 360

| Activity | Evidence that supports this | Challenge number(s) addressed |
|---|---|---|

| | approach | |
|---|---|---|
| Phonics and reading (early) intervention support:<br>• Develop excellence within the teaching of Phonics for PP children entering the school not yet at the standard of the Phonics Screen<br>• Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books.<br>• Increase opportunities for dictation within intervention and small group support.<br>• Embed systems for catch up eg. 1:1 tutoring in phonics in the afternoons to ensure no child falls further behind. Phonics lead supporting staff CPD and coaching.<br>• Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress.<br>• Establishing a reading for Pleasure approach to target and inspire PP children. | EEF Toolkit: Oral Language Intervention and small group intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes Research demonstrates that Reading efficacy supports full access to the wider curriculum. | 2,4 |
| Other targeted interventions:<br>• Development of strategies for pre-teach and re-teach in core subjects, including Spelling Shed / RWI Fresh start, to ensure if a child falls behind, they quickly catch up<br>• PP children are targeted for pre teach and post teach sessions focussing on vocabulary and oracy<br>• PP children targeted for fluency interventions – Dream box reading programme<br>• PP children are targeted for multiplication interventions through the use of the Reflex programme | EEF toolkit: Small Group Intervention EEF: Digital Technology<br>Some children struggle to apply their phonics and spelling knowledge to reading and writing- the development of our reading curriculum and increased dictation opportunities will support this. | 1,2,3,4 |
| Supporting progress in Year 6 for PP and underperforming pupils:<br>• Booster interventions for Year 6 children: extended school hours support is provided in a targeted way teachers and senior leaders.<br>• Resources to support the children prepare for the key stage 2 assessments will be provided | EEF Toolkit: Reducing Class Size EEF Toolkit: Extending School Time EEF Toolkit: Digital Technology and Homework EEF Toolkit: One to one Tuition | 1 |
| 1:1 SHINE interventions delivered for pupils who need it (as identified through NTS standardised testing) | EEF One to One Tuition<br>EEF Teaching assistant interventions | 1 |

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

Budgeted cost: £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Personal Development and Self-regulation**<br>• Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics.<br>• Embed the relationships and behaviour policy based on trauma informed practice<br>• Increase capacity in the pastoral team to support the children through a learning mentor<br>• Work with outside agencies (Aspire, Early Help, With Me in Mind, Nursing Team etc) to support children in their personal development.<br>• Implement and embed the zones of regulation<br>• Implement the bespoke curriculum for children with high SEND needs.<br>• Sensory circuits and lego therapy for children with SEMH needs | Some children in school have Social, Emotional, and Mental Health (SEMH) needs at varying levels, particularly following lockdown and as a result of socio-economic deprivation. Consequently, some pupils experience difficulties in regulating their emotions and verbalising their feelings, which can impact their learning and well-being.<br><br>EEF: Improving Social and Emotional Learning in Primary Schools<br><br>EEF Working with Parents to Support Children's Learning<br><br>EEF Special Educational Needs in Mainstream Schools | 4 |
| **Attendance:**<br>• Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs.<br>• Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required.<br>• Increase communication with parents, class teachers and individual children through Dojo, email and displays. Attendance incentive and rewards<br>• Engage all teachers in supporting attendance. Introduce attendance newsletters.<br>• Liaise with outside agencies to support with attendance concerns | Internal data and monitoring outcomes Data analysis.<br><br>DfE Attendance summary report and comparison with similar schools data<br><br>EEF Supporting School Attendance | 5 |

| **Pupil Engagement** | Many families in our community face significant challenges, and some have experienced hardship. A number of parents and carers tell us they sometimes find it difficult to support their children with learning or personal development. These barriers can negatively impact pupils' progress, engagement, and overall learning outcomes.<br><br>(EEF Toolkit: Arts and Sports Participation)<br><br>(EEF Toolkit: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-tosupport-childrens-learning/ )<br><br>UCL – Reading for Pleasure<br>DfE Reading Framework | 5 |
|---|---|---|

**Pupil Engagement**

- Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:
- Extra Curricular activities targeting developing communication and language needs through participating in a range of activities
- Target PP children for involvement school leadership roles.
- Target PP children for Rocksteady music lessons.
- in the following groups: Pupil Leadership Team, Pupil Spirit Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A range of after school activities; Courageous Advocacy/Social Action group and Young Carer group
- Increase engagement in reading for pleasure but improving the class library stock for readers of all levels.

**Parental Engagement and support programme**

- Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting, WMiMetc.
- Run a range of parental workshops linked to attendance, phonics, early maths, SEND, stay and play, parent engagement workshops
- FSM subsidy for visits and experience days

## Total budgeted cost: £95,360

# 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 2024-2025 academic year.

Phonics

| Phonics Y1 All pupils | Number of pupils in cohort | % pass (phonic screen) | Number pupils pass (phonics screen) |
|---|---|---|---|
| | 28* | 79%* | 23* |
| NB: One child was on holiday for the phonics screen fortnight. He passed the phonics screen on their return. | | 82 | 24 |

| Phonics Y1 Pupil Premium | Number of pupils in cohort | % pass (phonic screen) | Number pupils pass (phonics screen) |
|---|---|---|---|
| | 5 | 40% | 2 |

KS1

| Y2 All pupils | Number of pupils in cohort | % EXP teacher assessment | No pupils exp | % GDS teacher assessment | No pupils GDS |
|---|---|---|---|---|---|
| Reading | 29 | 76% | 22 | 21% | 6 |
| Writing | 29 | 69% | 20 | 0% | 0 |
| Maths | 29 | 76% | 22 | 14% | 4 |
| RWM | 29 | 66% | 19 | 0% | 0 |

| Y2 Pupil Premium | Number of pupils in cohort | % EXP teacher assessment | No pupils exp | % GDS teacher assessment | No pupils GDS |
|---|---|---|---|---|---|
| Reading | 9 | 79% | 7 | 22% | 2 |
| Writing | 9 | 67% | 6 | 0% | 0 |
| Maths | 9 | 67% | 6 | 11% | 1 |
| RWM | 9 | 67% | 6 | 0% | 0 |

KS2

| Y6 All pupils | Number of pupils in cohort | % EXP (test results) | No pupils exp | % GDS (test results) | No pupils GDS |
|---|---|---|---|---|---|
| Reading | 30 | 63% | 19 | 23% | 7 |
| Writing | 30 | 70% | 21 | 0% | 0 |
| Maths | 30 | 70% | 21 | 10% | 3 |
| RWM | 30 | 53% | 16 | 0% | 0 |

| Y6 Pupil Premium | Number of pupils in cohort | % EXP (test results) | No pupils exp | % GDS (test results) | No pupils GDS |
|---|---|---|---|---|---|
| Reading | 9 | 56% | 5 | 22% | 2 |
| Writing | 9 | 67% | 6 | 0% | 0 |
| Maths | 9 | 44% | 4 | 0% | 0 |
| RWM | 9 | 44% | 4 | 0% | 0 |

# 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 |
|---|---|
| RWI – Online Subscription | Ruth Miskin |
| NTS SHINE | Rising Stars |
| Cornerstones Maestro | Cornerstones |
| Spelling Shed | EdShed |
| TT Rockstars | TT Rockstars |
| Purple Mash | 2Simple |
| Charanga | Rotherham Music Service |
| Understanding Christianity | Church of England |
| Spanish | Language Angels |
| Jigsaw | Janvier Education |
| Discovery RE | Janvier Education |
| Reading Plus | Dreambox |
| White Rose Maths | White Rose Education |
| Reflex | Explore learning |