

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
Name of school	Kingsway Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	37.9% (National 24.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 to 2028
1 year period of report	2025 to 2026
Date this statement was published	15/12/2025
Date on which it will be reviewed	November 2026
Statement authorised by	KPS Governing Body
Pupil premium lead	Kate Baskeyfield (Headteacher)
Governor lead	Jackie Adey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£95,045
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous	£0
<b>Total budget for this academic year</b>	<b>£95,045</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingsway Primary School, we have the highest aspirations for all children in our school family and we believe that every child should be given the opportunity to reach their full potential. We are committed to ensuring that we have a highly positive impact on all of our children's lives and futures.

Our approach to pupil premium is based on the needs of each individual child and is built upon the high expectations that we have for all of the children within our school community. We take a forward-thinking, long-term view to addressing the potential barriers to learning and success that are faced by our disadvantaged children and use our evidence-based understanding of high-quality teaching and learning to overcome these.

Using the EEF tiered model, our approach is primarily rooted in inclusive, quality first teaching for all children with high-quality targeted support (where required and appropriate) alongside wider, whole-school strategies.

We know, through research and through speaking to our children and monitoring the impact of teaching and learning and intervention in school that our children benefit from:

- Staff having high expectations of all children with an adaptive approach to teaching and learning which is consistent across the school.
- Having extra help, on the same day, to overlearn concepts that they have not grasped in class (Diminishing the Difference intervention support).
- Early identification of additional need and early intervention to diminish the difference.
- Additional intervention to enable our children to self-regulate their emotions and enable them to access their learning in full.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>On-entry starting points are low in the EYFS.</b></p> <p>The majority of disadvantaged children entered EYFS with below expected levels in the Prime Areas of learning in 2025 (internal teacher assessed baseline judgement).</p> <p>In Reception 2025, 30% of the children are disadvantaged. 26% are below ARE for Listening, Attention and Understanding. 26% are below ARE for Speaking (with 20% well below)</p>
2	<p><b>Speech, language and communication needs</b></p> <p>33% of disadvantaged children in Reception are below ARE for SLCN in Reception (based on WELLCOMM assessments).</p> <p>26% children in EYFS (22% in Rec/36% Nursery) have English as an Additional Language</p>
3	<p><b>Barriers to learning and SEND</b></p> <p>50% of children on the school's SEND register are disadvantaged. Multiple barriers to learning have a greater impact on good progress.</p> <p>There are 28 children on the SEND register and 14 of those are disadvantaged.</p> <p>In reading there is a large gap between SEND non-disadvantaged (14.2% below (2/14 children), 85.8% ARE or above) and SEND disadvantaged (64.2% below (9/14 children), 35.8% ARE or above)</p> <p>There is also a large gap in maths. SEND non-disadvantaged (50% below (7/14 children), 50% ARE or above) SEND disadvantaged (64.2% below (9/14 children), 35.8% ARE)</p> <p>The smallest of the gaps appears in writing. SEND non-disadvantaged (50% below (7/14 children), 50% ARE or above) SEND disadvantaged (64.2% below (9/14 children), 35.8% ARE)</p> <p>Combined attainment shows 28% of SEND disadvantaged at ARE or above, with 61% of non-disadvantaged SEND children at ARE or above</p>
4	<p><b>Phonics and reading</b></p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulty with phonics than their non-disadvantaged peers. This negatively impacts their development as readers. This has increased in recent years due to the on-going impact of the pandemic.</p> <p>July 2025 outcomes:</p> <p>0% (0/3) of disadvantaged children did <b>not</b> pass the PSC in year 1</p> <p>1/11 disadvantaged children in Year 2 did <b>not</b> pass the phonics screening check in Year 1. The same child did not pass the PSC at the end of Year 2 alongside another child who joined the cohort in the Summer term of Year 2.</p> <p>22% of disadvantaged pupils are not meeting the expected standard in reading across the school. There are 53 disadvantaged children from year 1 – 6 at Kingsway. (12/53)</p>

5	<p><b>Attainment through KS2</b></p> <p>School data demonstrates that outcomes for disadvantaged children are lower than their non-disadvantaged peers. The difference between the children currently achieving EXS+ in RWM combined within each year group is:</p> <table border="1" data-bbox="366 316 1399 781"> <thead> <tr> <th>Year Group</th><th>Number of pupils</th><th>Non-disadvantaged RWM combined EXS+ %</th><th>Disadvantaged RWM combined EXS+ %</th><th>% difference</th></tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>73</td><td>50</td><td>-23</td></tr> <tr> <td>2</td><td>3</td><td>58</td><td>33</td><td>-25</td></tr> <tr> <td>3</td><td>10</td><td>46</td><td>70</td><td>-24</td></tr> <tr> <td>4</td><td>17</td><td>75</td><td>41</td><td>-34</td></tr> <tr> <td>5</td><td>7</td><td>53</td><td>29</td><td>-24</td></tr> <tr> <td>6</td><td>14</td><td>89</td><td>43</td><td>-46</td></tr> </tbody> </table>	Year Group	Number of pupils	Non-disadvantaged RWM combined EXS+ %	Disadvantaged RWM combined EXS+ %	% difference	1	2	73	50	-23	2	3	58	33	-25	3	10	46	70	-24	4	17	75	41	-34	5	7	53	29	-24	6	14	89	43	-46
Year Group	Number of pupils	Non-disadvantaged RWM combined EXS+ %	Disadvantaged RWM combined EXS+ %	% difference																																
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4	17	75	41	-34																																
5	7	53	29	-24																																
6	14	89	43	-46																																
6	<p><b>Attendance</b></p> <p>The current attendance for disadvantaged pupils is 93% compared to 96.2% for all pupils.</p> <p>18.6% of disadvantaged children have attendance of below 90% compared to 14.6% for non-disadvantaged pupils.</p>																																			
7	<p><b>Unmet needs in the wider family impacts on pupils' parental support and engagement</b></p> <p>100% of pupils open to support from social care or early help/Trafford Team Together are disadvantaged.</p> <p>Parental engagement is a key aspect of the support required.</p>																																			
8	<p><b>Social, emotional and mental health needs of children within the school.</b></p> <p>70% of pupils with SEMH as an identified barrier to learning are disadvantaged.</p>																																			
9	<p><b>Pandemic impact</b></p> <p>Assessments, observations and discussions with staff and pupils suggest disadvantaged pupils generally have been impacted more significantly by the pandemic. These pupils are at a disadvantage, particularly in English, due to insecure foundation knowledge and skills.</p>																																			

## 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 progress for disadvantaged children within EYFS.	More (target of 75%) disadvantaged children are KS1 ready by the end of EYFS and those who are not are making strong progress.
Improved oral language skills and vocabulary acquisition among disadvantaged children.	Assessments and observations indicate significantly improved oracy among

	<p>disadvantaged children. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and on-going formative assessment.</p>
<p>Improved attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 outcomes demonstrate that 75% of disadvantaged children met the expected standard.</p> <p>2024/5: R – 72% W – 64% M – 78%</p> <p>2025/6 (outcomes achieved at end of year 5): R – 85% W – 57% M – 43%</p>
<p>Improved progress and attainment for disadvantaged children with an identified barrier to learning.</p>	<p>Increase in progress made by disadvantaged children with SEND from their individual starting points.</p> <p>More disadvantaged children with SEND meet the expected standard across the curriculum.</p> <p>Data to be collected for disadvantaged children who have been allocated a place in the new Kingsway SSCs from January 2026. This data will then be used to inform the PP strategy when this is revised.</p>
<p>To achieve and sustain improved wellbeing and resilience for all pupils in our school and particularly those who are disadvantaged.</p>	<p>Improved levels of wellbeing for all children as identified by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>A reduction in behaviour incidents (CPOMS evidence)</li> <li>Increased participation in extra-curricular activities by all children and particularly those who are disadvantaged.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils and particularly those who are disadvantaged.</p>	<p>Improved attendance for 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 3%.</li> <li>The attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced.</li> <li>The percentage of all pupils who are persistently absent from school</li> </ul>

	being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) lower than their peers.
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## 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: £ 31,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the synthetic phonics programme across the school.</p> <p>In partnership with our local English Hub, we will continue to fund extensive training and on-going coaching support for all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4, 3, 9
<p>Implementing whole class adaptive and Quality First Teaching across the curriculum.</p> <p>Focusing on resilience, growth mindset, and adaptive teaching strategies across the curriculum, class-based support and learning environments.</p> <p>We will fund whole staff CPD and leader release time to support the implementation of these strategies through on-going CPD and coaching.</p>	<p>Adaptive and Quality First Teaching should be a priority for pupil premium spending to ensure the daily education of pupils is of the highest standard across the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1, 2, 3, 4, 5, 9
Further embedding key vocabulary development as a thread in all subjects across the curriculum.	There is a strong evidence base that suggests that oral language interventions have high impact on reading and knowledge retention and recall.	1, 2, 5, 9

We will fund staff training through CPD and mentoring with a strong focus on children with English as an additional language and those with a barrier to learning (particularly SLCN).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u></a>	
Enhancement of our EYFS provision through resources and staff CPD.  Investment in CPD for our EYFS Lead and investment in the outdoor learning environment.	There is a strong evidence base to suggest that early language development can be promoted in all areas of the EYFS curriculum and these have a positive impact on pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language"><u>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</u></a>	1, 8
Inclusive strategies and support for children with SEND. This includes external support and bespoke CPD.  The school is committed to the Relational Belonging programme run by the Local Authority. The staff will receive on-going CPD from an educational psychologist.	Ensuring that SEND children have full and equal access to a high-quality curriculum that is tailored to their needs is a key recommendation of the EEF SEND review. This is especially important when children have multiple barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send"><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</u></a>	1, 3, 5
Implementation of the OPAL programme to transform outdoor play provision, creating inclusive, structured play opportunities that promote social interaction, creativity, and physical activity.	EEF guidance highlights the link between wellbeing and attainment. OPAL provides structured play that supports emotional regulation, teamwork, and problem-solving, which underpin academic success. Improved playtimes reduce behavioural incidents and increase readiness to learn.	2, 3, 5, 6, 8

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

Budgeted cost: £ 23,761

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Same day interventions take place in every class each afternoon.</p> <p>We will fund daily intervention sessions for pupils in order to support them to embed the core learning from the R/W/M sessions each day. This will support children in overcoming learning “wobbles”. We aim for no child to start the next day behind, and we aim to operate a “keep up” not “catch up” approach to learning interventions.</p>	<p>High quality feedback and support has a significant impact on pupil progress and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>2, 3, 5, 9</p>
<p>Additional phonics sessions for pupils who require further phonics support. These will be provided in line with guidance from our English Hub,</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 4, 5, 9</p>
<p>Language development support via WELLCOMM.</p> <p>Small group and 1:1 support for target pupils including those who are disadvantaged.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Tutoring groups and interventions for year 5 and 6 pupils.</p> <p>Tutor support 3 days per week to work with target pupils in year 5 and year 6.</p>	<p>Complementing adaptive teaching and QFT with intensive personalised intervention and booster groups which will support pupils in making accelerated progress and diminish the difference between children who are disadvantaged and their non-disadvantaged peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>5, 9</p>

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

Budgeted cost: £ 39,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promoting improved attendance to be good or better through effective strategies and partnerships.</p> <p>Following the Trust Attendance Policy, our attendance officer, office manager, class teachers and teaching assistants will implement strategies to improve and sustain high attendance. Our approach is rooted within the Relational Approach that is embedded in school, and we believe in fostering a relational and curiosity-based approach to improving attendance for all of our families. This includes funded places for disadvantaged pupils at Breakfast Club where this supports families with attendance issues.</p>	<p>The attendance strategy at Kingsway follows Trafford research and DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Meet the well-being needs of disadvantaged pupils through access to Early Help and support from Trafford Teams Together.</p> <p>We will fund release time for our TTT Lead to work with parents to access support outside of the core offer provided by the school. Our SENCo (who is also the TTT Lead practitioner) will also have additional release time to run a weekly drop-in session to engage parents and provide support.</p> <p>We have recruited a Pastoral Lead (non-teaching 0.6) to support our disadvantaged pupils and their families</p>	<p>Our experience shows that a core group of disadvantaged pupils need access to support beyond our core offer. Extensive parental engagement is key in improving pupil outcomes, both academic and emotional.</p>	7, 8
<p>Implement and embed a relational approach to behaviour management in line with the Virtual School Belong</p>	<p>When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being which in turn can raise pupil outcomes.</p>	7, 8

<p>Programme. We will also participate in the Trafford Relational Belonging programme which is being run at Broomwood Primary School to build capacity for support with 2 x Relational Belonging Champions in school.</p> <p>We will fund release time for 2 members of staff to attend the Relational Belonging Programme being run in Trafford. We will run whole school CPD to ensure that all staff understand and implement a relational approach to all aspects of school life in order to ensure that the social, emotional and mental health of pupils is supported and maintained.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	
<p>Broader access to extra-curricular activities and outdoor learning for all pupils including those who are disadvantaged.</p> <p>Disadvantaged children will be supported with access to extra-curricular activities, including outdoor learning/forest activities, to improve their well-being and to raise engagement in learning.</p>	<p>Based on our experience, some disadvantaged children can disengage with the broader school offer, especially during school holidays. We know that finding this access to extra-curricular clubs (including our holiday club) positively impacts on attendance, well-being, school “readiness” and educational performance.</p>	<p>7, 8, 9</p>

**Total budgeted cost: £ 95,045**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes	Progress KS1 – KS2			KS2 Attainment % (EXS/GDS)		
	All Pupils	Disadvantaged pupils	National All Pupils	All pupils	Disadvantaged pupils	National Disadvantaged pupils
Reading	+0.1	+0.2	-0.19	79/48	72/43	62/17
Writing	+0.3	+0.4	-0.76	76/24	64/14	55/6
Maths	0.0	+0.2	0.83	86/28	78/21	57/12
Combined	-	-	-	72/14	57/14	-
	KS1 Attainment % EXS/GDS			All pupils	Disadvantaged pupils	National
	All Pupils	Disadvantaged pupils	National All Pupils	PSC		
				93	100	80
Reading	79/33	85/14	68/18	GLD		
Writing	71/13	86/0	58/8			
Maths	79/25	71/14	69/15	68	50 (1 out of 2)	68

We consistently set ambitious targets for our disadvantaged children and have expectations for their success.

Outcomes for our disadvantaged children for GLD, PSC and at the end of KS2 show disadvantaged children at Kingsway achieved well. Their attainment was broadly in line with all children nationally and higher than their non-disadvantaged peers nationally.

Attendance for disadvantaged children (93%) was lower than non-disadvantaged children (94.8%). We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our records and observations indicate that pupil behaviour, wellbeing and mental health have improved for many disadvantaged pupils. For example, the amount of behaviour incidents fell for most disadvantaged children.

However, the needs of some disadvantaged children, including disadvantaged children new to the school, are complex and high. Therefore, we will build on our current approach with the activities detailed in this plan. Disadvantaged children's access to our extra-curricular offer increased in 2024 to broadly the same level as their non-disadvantaged peers. Extensive work was done to achieve this, such as a fully funded wraparound care and holiday club for disadvantaged children. However, access to our extra-curricular offer will continue to be a focus.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
n/a	

## 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*

n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a