

Pupil premium strategy statement – Kew Woods

This statement details our school's use of pupil premium 2025-2026 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	Kew Woods Primary School
Number of pupils in school	425 (Nursery -Year 6) 393 (Reception - Year 6)
Proportion (%) of pupil premium eligible pupils	(104) 24.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2026 2025/2027
Date this statement was published	October 2025
Date on which it will be reviewed	Termly until October 2026
Statement authorised by	Christina Greaves
Pupil premium lead	Caitlin Venables
Governor / Trustee lead	Phil Power

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,560
Pupil eligible for Post-LAC PP (1)	£2,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,190

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding provided to schools by the Government to improve the attainment of disadvantaged children. These are children who fall within certain groups who have been identified as achieving less well overall than the wider school population. The groups of children who are thus identified are as follows:

FSM Children who are currently in receipt of free school meals

Ever 6 Children who have been in receipt of free school meals at any time in the last six years

SCE Children who have a parent who is or has been a member of the armed forces

LAC Children who are in the care of the Local Authority

PLAC Children who have previously been in the care of the Local Authority for at least one day.

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

This strategy has been written by the Senior Leadership Team and approved by the Governing Body. It is published on the school website. It is based on our understanding of the needs of our own students, on extensive research and evidence of best practice from organisations such as the Education Endowment Foundation (EEF) and on our own evaluation of strategies we have used in the past. The strategy sets out what our priorities are and explains why they are important. It also sets out how we intend to address those priorities and how we will use Pupil Premium funding to do so. It will be reviewed annually by the Senior Leadership Team and Governors, and adapted to ensure it is appropriate for the needs of our current students.

Challenges

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

Challenge number	Detail of challenge
1	62.5% of PP children in Reception last academic year had an attendance of less than 90% resulting in 50% of PP in Reception not passing GLD.
2	29% of PP pupils are also on the SEND register
3	22.1% have attendance less than 90% over the last academic year (24/25)
4	Pupil Premium pupils do not perform as well as non pp premium in mathematics.
5	9.6% of disadvantaged pupils are on the vulnerable register
6	33% of Year 6 cohort are pupil premium. 14% of the Year 6 cohort are both SEND and PP. 21% of Year 6 pupil premium pupils have an EHCP.

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 attendance of pupil premium pupils is above national average.	Pupils will be in school safe learning every day Weekly reports will indicate pupil premiums attendance is above national average. Pupil Premium lead will support any Pupil Premium families to overcome challenges regarding attendance throughout the year.
To increase the percentage of pupil premium pupils achieving expected in reading, writing and mathematics across the school.	Pupils will aspire to achieve well and have self-confidence in their academic ability. Interventions will be success to support the increase in attainment for pupil premium pupils.
To nurture the well-being of pupil premium pupils	Pupils will be able to express, understand and manage their emotions to keep their mind and body healthy.
Pupil Premium pupils to have experiences of extracurricular clubs and residentials. Experience Cultural Capital	All pupil premium pupils will attend school trips and residentials which deepen their understanding of arts, culture and sports

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: £37,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for Year 6 two hours in the morning each day for smaller groups for English and Mathematics for the academic year.	EEF(+2)(+4) Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies. Small group tuition has an average impact of four months' additional progress over the course of a year. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months).	2. 4

	The studies in mathematics show a slightly smaller positive impact (+ 3 months). Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.	
Year 3 and 4 teachers to be support Maths Consultant by Sarah Martin to improve the outcomes for children not achieving age related expectations in Maths.	The EEF toolkit highlights that mastery learning (+5) and high-quality teaching have particularly strong effects for disadvantaged pupils. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). Consultants bring expertise in approaches which has a strong evidence base for improving outcomes across the ability range.	2
As an Oracy School of Excellence, school staff continue to attend regular CPD and carry out learning walks to ensure that a high standard is continuously implemented throughout the school.	Oral language interventions (also known as oracy or speaking and listening interventions) + 6 months refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,2,4, 6

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

Budgeted cost: £ 47,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA3 to teach targeted intervention to PP pupils with a range of targeted interventions for specific pupils to support them with emotional support and reading, writing and mathematics. 1:1 Phonics teaching in EYFS and KS1. Purchase of Chatty Box resource for EYFS and KS1.	This allows a more personalised and targeted response to the needs of individual students. According to the EEF, research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. 1:1 tuition of short, regular sessions (about 30 minutes, three to five times a week) over	1, 2, 3, 4, 6

	a set period (up to ten weeks) appear to result in optimum impact with evidence indicating that one to one tuition can be effective, providing approximately five additional months' progress on average.	
Targeted Year 3-5 pupils for comprehension intervention, times table intervention and reading before school.	1:1 tuition of short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact with evidence indicating that one to one tuition can be effective, providing approximately five additional months' progress on average.	2,4,5.
Speech and Language therapist appointed to assess targeted pupils, write programmes and train staff on how to deliver daily programmes. Adapted hours to be in school weekly and improve the impact of the service.	EEF research shows on average oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. Approaches that are delivered one-to one also have larger impact.	1, 2, 4, 6
Additional Educational psychologist support for PP pupils	This has been successful in previous years ensuring pupils have a tailored curriculum to meet their needs. The recommendations feed into SEND support plans and EHCP assessments. Supports pupils in crisis.	2, 4,

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund school uniforms for pupil premium pupils including school tracksuits.	Poor attendance impacts directly on progress. School data indicates that the attendance of disadvantaged students falls below that of their non-disadvantaged peers and they are more likely to be Persistently Absent. Attendance of the disadvantaged cohort improves and is more in line with that of their non-disadvantaged peers. Persistent Absence among disadvantaged students is reduced. According to the EEF 'the association between parental engagement and a child's academic success is well established'. If children have the correct resources to come to school they will feel ready to come	3, 5.

	to school. Parents will be supported in getting children to come to school.	
Behaviour and Counselling service Pupils attached to key workers	According to Maslow's hierarchy of needs, basic physical, emotional and psychological needs must be met before someone can reach their full potential. Disadvantaged students have a range of diverse barriers to learning that in many cases go beyond the academic and these must be addressed.	2, 5.
Teaching Assistants funded to run clubs after school for a range of activities	A report by the UCL Institute of Education; certain teaching approaches (March 2018) found that research indicates extra-curricular activities such as Science, sports can help increase scientific aspirations of students from disadvantaged backgrounds. Oxford University also found evidence that disadvantaged pupils face a lack of "opportunities to learn" which the researchers linked to lower achievement. There is evidence that programmes such as school science clubs, visits to museums, university laboratories, or visits by scientists in schools can raise outcomes.	5
Subsidising the costs of school visits and curriculum enhancements	Enable pupils to access residential visits for outdoor and adventurous team building activities. To provide experiences for pupils to develop oracy skills and engage in talk for writing activities. Children to engage in visits to support topic learning. Cultural capital enhances academic progress as it provides students with a wider general knowledge base to contextualise new learning. It also supports social mobility (Bourdieu). Disadvantaged students may have fewer opportunities to develop this at home. Extra-curricular activities, trips and visits are mediums through which school can provide opportunities to develop cultural capital for disadvantaged students, who are more likely to rely on free activities. According to the Social Mobility Commission (An unequal playing field: Extra-curricular activities, soft skills and social mobility July 2019), research suggests that participation in extra-curricular activities builds confidence and social skills which make people more employable and young people who participate in such activities are more likely to aspire to go on to further or higher education.	1, 3, 4, 5
Learning Mentor has been appointed to support the social, emotional and mental health of children within the school. Remit will include working with Team Around the School to offer early support to families within the community. As	Evidence states that Incorporating effective SEMH strategies within schools is vital for fostering a nurturing educational experience. It involves early identification and assessment of students' needs, implementation of targeted interventions, and the creation of supportive learning environments.	2,3,5

well as support SLT with attendance.	Effective safeguarding of vulnerable families relies on early intervention. Educational barriers can be tackled through holistic family support. The school will engage in the pilot project across a cluster of Formby Schools. There is a direct correlation between attendance and achievement.	
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Total budgeted cost: £ 160,190

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - 26.7% of cohort are Pupil Premium Pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS – Reception Pupils 2025	Pupils eligible for pupil premium (EYPP) 10 pupils (% achieved expected or above)	Pupils not eligible for (EYPP) - 49 pupils (% achieved expected or above)
Good level of development (GLD)	50%	75.5%
Word Reading	50%	79.6%
Comprehension	50%	79.6%
Writing	50%	75.5%
Number	60%	83.7%
Numerical Patterns	60%	83.7%
Year 1 Phonics screening 2024/25	Pupils eligible for pupil premium (PP) 15 pupils (% achieved expected or above)	Pupils not eligible for (PP) 44 pupils (%achieved expected or above)
Passed the Year 1 Phonics screening	53.3%	95.5%
END OF KS1		
	Pupils eligible for PP 19 pupils (% achieved expected or above)	Pupils not eligible for PP 42 pupils (%achieved expected or above)
% met end of KS1 expectations in reading	68.2%	69%
% met end of KS1 expectations in writing	68.4%	55%
% met end of KS1 expectations in mathematics	73.7%	59.5%

% met end of KS1 expectations in science	63%	66%
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END OF KS2		
	Pupils eligible for PP 17 pupils (% achieved expected or above)	Pupils not eligible for PP 44 pupils (%achieved expected or above)
% met expectations in reading	88.2%	88.2%
% met expectations in writing	65%	90.9%
% met expectations in mathematics	59%	93.2%
% met expectations in GPS	65%	86.4%
% met expectations across reading, writing, mathematics (national data 61%)	58.8%	86.4%
Pupil Progress Reading	+0.7	
Pupil progress Mathematics	-1.8	
Pupil progress Writing	-1.2	

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
Chatty Box Tool Kit	Chatty Learning
Read, Write Inc Phonics	Ruth Miskin
Get Writing	Ruth Miskin
Fresh Start Intervention	Ruth Miskin
Language and Literacy	Ruth Miskin
Time to Talk + Friendship Formula	Alison Schroeder
Early Fluency Programme	Sefton Local Authority
Voice 21 Oracy programme	Voice 21
2013 Ofsted report states: "Pupils known to be eligible for pupil premium make good progress." 2017 Ofsted report states: "Funding is well used for both academic support and support for the social and emotional well-being of disadvantaged pupils." 2023 Ofsted report "Pupils blossom because leaders and staff want the best for them."	

