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	424 (Nursery -Year 6) 395 (Reception - Year 6)
Proportion (%) of pupil premium eligible pupils	(101) 23.8%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/2026 2026/2027 2027/2028
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	Christina Greaves
Governor / Trustee lead	Phil Power

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,050
Pupil eligible for Post-LAC PP	£2,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,740

Part A: Pupil premium strategy plan

Statement of intent

At Kew Woods Primary School, we are committed to ensuring that every child has the opportunity to thrive, regardless of their background or circumstances. Through our Pupil Premium Strategy, we strive to remove barriers to learning, raise aspirations and provide the support needed for all pupils to achieve their full potential.

Our approach is rooted in our core values of **Connect, Kindness and Believe**.

Connect underpins our commitment to building strong relationships with pupils, families and the wider community. We recognise that effective partnerships are essential in understanding individual needs and ensuring that every child feels a sense of belonging, safety and inclusion within our school community.

Kindness guides the way we support our pupils. We are dedicated to nurturing the wellbeing, confidence and resilience of every child, recognising that positive emotional health is fundamental to successful learning. Through targeted support and inclusive practice, we seek to ensure that all pupils feel valued, respected and able to flourish.

Believe reflects our high expectations for every learner. We believe that all children can succeed and deserve access to high-quality teaching, enriching experiences and opportunities that broaden horizons. We are committed to fostering ambition, developing independence and enabling pupils to achieve their personal and academic best.

Our Pupil Premium Strategy is informed by evidence-based practice and a thorough understanding of the challenges faced by disadvantaged pupils. We carefully identify barriers to achievement and use funding strategically to provide high-quality teaching, targeted academic support and wider opportunities that enhance learning and personal development.

Through a culture of high expectations, strong relationships and unwavering support, Kew Woods aims to ensure that disadvantaged pupils achieve as well as their peers, are prepared for the next stage of their education and leave our school as confident, resilient and successful learners who embody our values of **Connect, Kindness and Believe**.

Our Commitment

At Kew Woods, we do not view disadvantage as a barrier to success. Instead, we are determined to create the conditions in which every child can thrive. By connecting with our families, showing kindness in all that we do and believing in the potential of every pupil, we aim to secure excellent outcomes and life chances for all.

We accept responsibility for ensuring that disadvantage does not determine outcomes. Through evidence-informed practice, careful use of resources and a relentless focus on high-quality teaching, we will continue to ensure that every pupil at Kew Woods is supported to connect, show kindness, believe in themselves and achieve success both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Baseline for literacy and communication and language of children starting in reception is 20% lower than pupils who are not disadvantaged. This requires a long-term strategy to support children in closing the gaps before they leave at the end of KS2.
2	31% of disadvantaged pupils also have SEND needs. This creates a challenge as although pupils make progress, they may not achieve end of key stage 2 attainment levels by the time they leave Kew Woods.
3	Disadvantaged attendance is not as high as non-disadvantaged pupils. 78% of persistent absent pupils in 2025-2026 were disadvantaged.
4	Disadvantaged pupils in previous years have not performed as well as non-disadvantaged pupils in mathematics.
5	34% of disadvantaged pupils are on the vulnerable register
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to cost of living and separated parents.

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
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2.To ensure attendance of disadvantaged 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.

3.To increase the percentage of disadvantaged 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.
4. To nurture the well-being of disadvantaged pupils.	Pupils will be able to express, understand and manage their emotions to keep their mind and body healthy.
5. Disadvantaged 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: £25,201. 00

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 in Spring term.	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). 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.	3, 4
Year 2-year 5 teachers to be	The EEF toolkit highlights that mastery learning (+5) and high-quality teaching have particularly strong	3

supported by Maths Consultant Sarah Martin to improve the outcomes for children not achieving age related expectations in Maths.	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.	
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.	The EEF highlights that effective, evidenced-based CPD is because it is cost effective way to improve teaching quality and student outcomes, especially for disadvantaged pupils. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. The Education Endowment Foundation (EEF) finds that oral language interventions—which include purposeful oracy and structured talk—consistently show a positive impact on learning, adding approximately five months of additional progress over the course of a year at a very low cost.	1,3
To train EYFS, Y1 and SEND staff on Concept Cat and purchase resources.	EEF recommends children can improve by 2 months by this whole class teaching methodology for early verbal concepts.	1,3

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

Budgeted cost: *£59,713.60*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition for pupils in need of additional support, delivered in addition to normal lessons. Tas trained and funded to teach targeted intervention to PP	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	1, 2, 3, 4,

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.	trained to deliver. Teaching and Learning Toolkit EEF. Small group tuition EEF.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	1:1 tuition of short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to twelve 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. Phonics Teaching and Learning Toolkit EEF.	3
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.	2,3,
Purchase of Chatty Box resource and training of staff.	Oral language 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. EEF Oral language and interventions – Teaching and Learning Toolkit.	1
Speech and Language therapist appointed to assess targeted pupils, write programmes and train staff on how to	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	1, 3,

deliver daily programmes. Adapted hours to be in school weekly and improve the impact of the service.	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.	
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.	2,3, 4,

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

Budgeted cost: £ *58,093.88*

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 to school. Parents will be supported in getting children to come to school.	2
Play therapist one day a week to nurture and support well being of disadvantaged pupils. Full time learning mentor to deliver social and emotional learning	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Improving Social and Emotional Learning in primary Schools EEF. According to Maslow's hierarchy of needs, basic physical, emotional and	2,4

(SEL) programmes in school.	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.	
Learning Mentor full time to support attendance team work with families and Team Around the School early identification.	The EEF toolkit shows that parental engagement has a positive impact on average of 4 months' additional progress.	2, 4
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.	1, 2, 3, 4, 5

	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.	

Part B: Review of outcomes in the previous academic year

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Pupil Progress

The three-year trend for disadvantaged pupils achieving expectations at the end of Key Stage 2 for reading, writing and mathematics is above national data for disadvantaged pupils. The three-year trend for disadvantaged pupils compared to non-disadvantaged pupils is either close to average or above national data. In 2026 there were 20/57 (35%) of the cohort classed at disadvantaged. They achieved the following KS2 data:

END OF KS2		
	Pupils eligible for PP 20 pupils (% achieved expected or above)	Pupils not eligible for PP 36 pupils (%achieved expected or above)
% met expectations in reading	70%	72%
% achieved a higher score in reading	35%	31%
% met expectations in writing	65%	64%
% achieved a higher score in writing	25%	1%
% met expectations in mathematics	80%	78%
% achieved a higher score in mathematics	25%	22%
% met expectations in GPS	60%	75%
% achieved a higher score in GPS	30%	25%
% met expectations across reading, writing, mathematics combined (national data 61%)	60%	64%
% achieved a higher score in reading, writing and mathematics combined	20%	1%
Pupil Progress Reading	-0.5	+1.9
Pupil progress Mathematics	+1.3	+2.4

Pupil progress Writing	+0.4	+0.7

Y1 Phonics data and EYFS data for disadvantaged pupils show strong pupil progress according to their individual needs. Overtime these pupils make excellent progress to achieve national expectations at the end of KS2. In 2026 66% of disadvantaged Y1 pupils passed the phonics screen compared to 80.2% whole school and %non-disadvantaged pupils. In 2026, 56% of pupils achieved a GLD compared to 77.6% whole cohort and 85% non-disadvantaged. Although disadvantaged pupils have a gap with their non-disadvantaged peers at the end of EYFS and Year 1 there are other factors to consider such as SEND needs and EAL. Overtime the gap closes for disadvantaged pupils who are not SEND. In 2026 63.6 % of disadvantaged pupils achieved 21+ compared to 69.8% of non-pupil premium pupils in the year 4 multiplication screen.

Attendance and Behaviour

Attendance for disadvantaged pupils was 93% compared to 96% non- disadvantaged in 2026. National disadvantaged attendance data was 92%. Attendance remains a key priority as we strive for 97% for all pupils.

Behaviour is a strength of the school where all children demonstrate our values of Connect, Kindness and Believe. Our Life Learning curriculum, pastoral support, emotional trauma and behaviour CPD, Wellbeing and inclusion awards all contribute to high engagement, wellbeing and a strong sense of 'belonging'.

Enrichment

Our school is part of Children's University and last year 94% of our disadvantaged pupils were involved in children's university clubs. 100% of our disadvantaged pupils attended extracurricular clubs, school trips and residentials throughout the academic year.

Summary of Impact

Overall outcomes for disadvantaged pupils across academic, social and emotional well being and enrichment across time are continually strong.

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
Talk About for Children	Alex Kelly
Early Fluency Programme	Sefton Local Authority
Voice 21 Oracy programme	Voice 21
Concept cat	Anna Brannagan and Stephen Parsons
myHappymind	Validated by University of Chester
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.”	