

Pupil premium strategy statement - Kingfisher C of E Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Kingfisher CE Academy
Number of pupils in school	145 <ul style="list-style-type: none"> • 26 Nursery • 9 Complex Needs Provision • 108 Mainstream
Proportion (%) of pupil premium eligible pupils	26% (Rec to Y4)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sharon Bishop (Headteacher)
Pupil premium lead	Sharon Bishop
Governor / Trustee lead	Rachel Surch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,975 (revised forecast)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£38,975

Part A: Pupil premium strategy plan

Context

Kingfisher CE Primary Academy is a Church of England school, which has been open since September 2021, in Wichelstowe, Swindon. Wichelstowe is a new development on the outskirts of Swindon. The school is part of the Diocese of Bristol Academies Trust. The school is situated on the same Campus as the Deanery Secondary School, and as the development continues to grow our demographic and intake continue to change. We have broadly average national number of disadvantaged learners, above national EAL learners and above national percentage of SEND.

Kingfisher CE Academy currently has Nursery to Y4 with a complex needs provision.

Statement of intent

Kingfisher CE Academy is committed to providing the best possible education for all our pupils. We have high aspirations and expectations for all. This includes making appropriate provision for those who may be at a disadvantage. We expect our disadvantaged pupils to achieve similar or better than other pupils with similar starting points.

Our Objectives:

- *Provision of consistent high-quality teaching for all pupils.*
- *Early identification of potential barriers to learning*
- *Effective partnership with parents in supporting their children*
- *To accelerate the progress our disadvantaged learners, make across the curriculum, including progress for those who are already high attainers.*
- *To close the gap in attainment and progress that exists nationally between disadvantaged and non-disadvantaged learners*
- *To build the resilience of disadvantaged learners, and to foster within them the curiosity, creativity and confidence they need to flourish*

Principles

Being a Church of England school, our values of hope, wisdom, resilience and service form a key part of our ethos and culture. It is important that we know our disadvantaged pupils and their families well, so that we may really understand and support each individual pupil and remove barriers, according to their individual needs.

Our strategy to tackle disadvantage is informed by educational research and best evidence informed practice. We have aligned our approach to the recommendations in the EEF's guide to pupil premium strategy.

Our Pupil Premium funding allocation is directed in a way to maximise its impact on the greatest possible number of students. It is centred around the belief that quality first teaching is the best way to ensure all pupils make good progress.

We invest in high quality, evidence-informed continual professional development for all staff.

We aim to identify barriers to learning at an early stage, and put into place effective intervention strategies for students who begin to fall behind (academic and otherwise). Where there are specific academic needs, we provide targeted support using short frequent interventions. Providing Social Emotional and mental health support is vital to ensuring pupils with these barriers can still focus and access their academic learning. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantages.

An exciting curriculum, means pupils love learning and will enjoy coming to school and therefore attend well. With our strong values and relationships, we create an environment where every pupil is valued and where every pupil feels a sense of belonging within our school.

We believe no pupil should be prevented from attending extra-curricular or curriculum activities because of their income and therefore subsidise education trips, visits, clubs and activities so that they may develop the cultural capital to succeed alongside their peers so all can flourish.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment particularly where there is a dual need e.g. SEND, CP, YC or EAL alongside PP
2	Oracy, phonetic knowledge and application are particularly weak in our Y1 cohort. Additionally, this cohort has a significant % of SEND need.
3	Our disadvantaged pupils are more likely to have significant social and emotional needs, including trauma, impacting on the readiness to learn.
4	We have a significantly increasing proportion of EAL pupils in the school. Where this is linked with disadvantage those pupils are at greater risk of making insufficient progress compared with their peers.
5	Our disadvantaged pupils are likely to have lower access to wider cultural experiences. This are very important in supporting pupils' wider personal (and academic) development.

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
Improve outcomes at the end of KS2 above the national average (we currently have up to Year 4)	Outcomes at the expected standard are consistently above the National average for end of key stage core subjects and combined.
Improve the oracy, literacy levels and reading ages of disadvantaged pupils	By the end of KS1 pupils' reading ages are at least within a year of their chronological age.
Maintain outcomes in Phonics above the national average.	Outcomes are consistently above the national average for year 1 and for rechecks in year 2. Reduced number of phonics interventions in KS2
Pupils feel ready physically, mentally and emotionally ready to learn.	Low level disruption in class is rare because pupils with additional needs or trauma have adaptations and strategies in place to support their SEMH and learning. Pupil perceptions data & questionnaires show a positive pupil response to school
Improve pupil confidence and progress in writing, with particular emphasis on developing sentence structure and writing for purpose.	All pupils make good progress in writing. Cross curricular writing is impactful and at expected standards. Writing standards are at least in line with national for PP pupils.
Increase engagement in extra-curricular activities and opportunities	PP pupils experience success in other subjects such as sports and the arts e.g. by representing the school at an event. PP pupils successfully perform to an audience in an assembly/production. Pupil perceptions data show and increase in positive self-esteem responses Attendance at clubs for PP is above that of their peers

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,000

Time allocation for PP leader and SENCO

Pupil progress meeting release time x3 per year

Release time for monitoring

Resource/CPD/Release time for Maths mastery, Phonics, Teaching & Learning, TPAT partners, NPQs Supplement funds for additional curriculum resources

Provision Mapping tool

Activity	Evidence that supports this approach	Challenge number(s) addressed
External support for the development of Communication and Language (SALT, Colourful Semantics) Support for staff in developing strategies to meet the needs of EAL learners.	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, so that it extends their learning and connects with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4
Embed the TPAT teaching and learning principles consistently: - staff use the T&L toolkit to access key support and walk thru video clips for each principle – Regular feedback and support for staff Release time for leaders to monitor and support staff in developing Quality First Teaching across the curriculum Trust Support in embedding TEEP cycle and TPAT teaching principles.	Quality first teaching has the biggest impact on pupil outcomes; therefore, we invest in time and support to improve our teaching staff to continually improve and reflect on their practice. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF Maximising Teaching	1,2,3

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

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions for those falling behind their peers (using the Little Wandle Keep up, Catch up and SEND programmes, including for those	Although the Year 1 phonics (81%) and Y2 retakes (100%) outcomes improved last year, these outcomes need to be sustained for this year's cohorts. Little Wandle is an approved DfE Synthetics Phonics programme Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the	2,3,4

in KS2 who have not yet passed	development of early reading skills, particularly for children from disadvantaged background https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Effective deployment of TAs to support frequent short intervention including NELI, Talkboost, English Hub work, Keep up phonics.	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, so that it extends their learning and connects with the curriculum. 'The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning' – Daniel Sobel – Narrowing the Attainment Gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3

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

Budgeted cost: £11,075

HLTA/ELSA time

Release time to provide Trauma informed training

OPALtraining to the wider staff

Professional and Trust services (EP, Mental health, Behaviour support)

ELSA external supervision with EP

Whole class music tuition per year group.

Individual music tuition

Trips and swimming subsidy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide weekly ELSA (and other Trust mental health and behaviour support) for identified pupils	We recognise that pupils will only reach their potential academically if they are able to manage their feelings and behaviour and develop meaningful relationships with others The deployment of TAs in the EEF studies gives variable outcomes but we have two experienced ELSA who receives regular supervision and mental health lead training in order to support pupils with SEMH needs.	1, 3
Release time for Trauma informed training (local authority funded) Staff understanding of Trauma will support strong	Release time for Trauma informed training (local authority funded) Staff understanding of Trauma will support strong relationships with the most vulnerable pupils and enable adaptive teaching strategies and support.	1,3

relationships with the most vulnerable pupils and enable adaptive teaching strategies and support 2		
Attendance analysis and Engagement with parents.	<p>We know that in order for pupils to maximise their learning they need access to quality first teaching in school regularly and on time.</p> <p>Although PP attendance at Kingfisher is high and above National it is important, we sustain this and maintain high engagement with parents.</p> <p>The local authority state that 'School attendance is crucially important for children and young people's education, their wellbeing, their safety, and their future prospects'</p>	1,
Trips and visits subsidy – including residential, swimming and clubs.	<p>"Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." - EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Swimming is a life skill and no pupil particularly our most vulnerable pupils should leave Kingfisher without the opportunity to be a confident swimmer.</p> <p>We want our pupils, especially vulnerable pupils, to take up opportunities to gain cultural capital, build resilience and motivation and encourage them to pursue wider goals</p>	1, 4, 5
Mental Health Nurse, PRU, SOS	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2,3
Support for pupils to attend extra-curricular activities including Music Tuition and whole	We believe it is important for our most vulnerable pupils to have the same opportunities as other pupils to develop and nurture their talents in other areas of the curriculum such as music. Therefore, we fund individual lessons for those who wish to take up the offer.	3,5

class instrumental learning.	<p>"There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too." - EEF.</p>	
------------------------------	--	--

Total budgeted cost: £38,975

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils (Rec to Y3)

Outcomes 2025	Pupil Premium	Non Pupil Premium	Whole Cohort
Early Years Good Level of Development 10 pupils (no pp)	No pp children	77.8%	77.8%
Year 1 Phonics Screening check (x6 PP pupils)	67%	83%	81%
Year 2 Phonics Screening retake (x3 PP pupils)	100%	100%	100%

Challenge 2: phonics/early literacy

Phonics 'keep up sessions' delivered by our Reading Champions saw an improvement in the 'Little Wandle' data completed every 3 weeks. The additional practice and embedding of the phonics supported children in reading and writing.

Challenge 4,5: social and emotional needs; wider personal development

Kingfisher was able to support the training of two members of staff in ELSA (Emotional Literacy Support Assistant) who can work children on a one-to-one level to support their emotional needs and communication. In the longer term more children will be able to access this provision as the staff are now trained and there is succession planning in place.

Where a few pupils are at risk of not doing as well as intended this is linked to specific Special Educational Needs. We will be looking to get the support of external agencies to develop our capacity to meet those needs.

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
DfE validated Phonics programme	Little Wandle
Comparative Marking (Writing)	No More Marking
EY online platform	Tapestry