

# Pupil premium strategy statement – Kirkby Woodhouse School – ASPIRE MAT

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs R Jones (Head Teacher)
Pupil premium lead	Miss F McHugh (Assistant Head Teacher)
Governor / Trustee lead	Mrs C Rickett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,377
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,377

# Part A: Pupil premium strategy plan

## Statement of intent

At Kirkby Woodhouse School, our ultimate objective is to ensure that disadvantaged pupils achieve their full potential, both academically and personally. We aim to narrow attainment gaps in reading, writing, maths, and phonics; raise attendance; and strengthen pupils' resilience, aspirations, and respect for themselves and others, so they are fully prepared for the next stage of education and life beyond school.

Our Pupil Premium strategy works towards these objectives by placing **Quality First Teaching** at the centre of our approach, supported by carefully targeted interventions and pastoral care. Funding is used to provide additional academic support, nurture opportunities, and enrichment experiences that remove barriers to learning and ensure pupils arrive in the classroom ready to learn. The strategy is aligned with our wider school improvement priorities and is regularly reviewed through data analysis, professional dialogue, and governor oversight to ensure measurable impact.

The key principles underpinning our plan are:

- **High expectations for all** – disadvantaged pupils are entitled to the same ambitious curriculum and opportunities as their peers.
- **Quality First Teaching** – ensuring effective, evidence-based classroom practice through ongoing professional development.
- **Targeted support** – addressing gaps in learning and wellbeing through small-group or individual interventions.
- **Enrichment and wider opportunities** – ensuring all pupils can access trips, activities, and cultural capital experiences.
- **Whole-child development** – prioritising resilience, aspiration, respect, and emotional wellbeing as foundations for successful learning.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills on entry which impact on all subjects into KS1 and beyond.

2	Attainment in reading and phonics.
3	Attainment in writing and maths.
4	Attendance of disadvantaged pupils.
5	Emotional, health and wellbeing which impacts readiness to learn.

## 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 language and communication skills.	<p>Increased percentage of disadvantaged pupils achieving a GLD across the ELGs (<a href="#">link to School Development Plan</a>).</p> <p>Increased percentage of disadvantaged pupils achieving a GLD in communication and language (<a href="#">link to School Development Plan</a>).</p> <p>Progress among disadvantaged pupils is evident when measured against BPVS and Language Screen baseline assessments.</p> <p>Intervention impact records and professional dialogue/feedback indicate improved language and communication among disadvantaged pupils.</p>
Improved outcomes in reading and phonics.	<p>Gap between disadvantaged and non-disadvantaged pupils in reading attainment narrows across all year groups.</p> <p>Increase the percentage of disadvantaged pupils achieving the expected standard in reading at the end of KS2 and passing the Year 1 phonics screening.</p> <p>Percentage of disadvantaged pupils achieving the expected standard by the end of KS2 to be in line with the national average.</p> <p>Data indicates that disadvantaged pupils are making progress through the book band system.</p> <p>Pupil voice demonstrates increased confidence, enjoyment, and engagement in phonics and reading.</p>
Improved outcomes in writing and maths.	<p>Gap between disadvantaged and non-disadvantaged pupils in writing and maths attainment narrows across all year groups.</p> <p>Increased percentage of disadvantaged pupils achieving the expected standard in writing and maths at the end of KS2.</p> <p>Increased percentage of disadvantaged pupils achieving full marks in the</p>

	<p>multiplication check at the end of Year 4 (<a href="#">link to School Development Plan</a>).</p> <p>Pupil voice demonstrates increased confidence, enjoyment, and engagement in writing and maths.</p>
Improved attendance of disadvantaged pupils.	<p>Disadvantaged pupils attendance rises to at least national average (92.2%+) and the gap with non-disadvantaged pupils reduces.</p> <p>Persistent absence for disadvantaged pupils decreases.</p> <p>Pupil voice indicate that pupils feel more positive about attending school.</p>
Improved emotional wellbeing which leads to improved readiness to learn.	<p>Pupil voice and teacher dialogue/feedback indicate improved wellbeing and engagement in learning.</p> <p>Disadvantaged pupils show increased participation in enrichment / extra-curricular opportunities.</p> <p>Monitoring of wellbeing interventions indicate improved emotional regulation.</p> <p>Monitoring the use of adaptive teaching strategies—informed by pupil profiles and disadvantaged pupil overviews— indicate that approaches are consistently embedded and responsive to individual needs and promote engagement, emotional regulation, and successful learning for all disadvantaged pupils (<a href="#">link to School Development Plan</a>).</p>

## 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: £ 91,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant in each year group x4 mornings per week.	Having a teaching assistant assigned to every year group enables focused intervention and tailored support, including for disadvantaged pupils,	1, 2, 3, 5

	<p>helping to narrow the gap in attainment and progress.</p> <p>An EEF evaluation report found that teaching assistants deployed effectively i.e. delivering interventions can have a large positive impact on learner outcomes.</p>	
<p>Additional teacher in Year 2 x4 mornings per week.</p>	<p>Deploying an additional teacher within a year group enhances the capacity for personalised learning through small-group support. This strategy not only raises attainment but also promotes stronger relationships, more flexible teaching approaches, and improved wellbeing across the cohort.</p> <p>The deployment of an additional teacher facilitates small-group instruction and focused intervention to close identified learning gaps, reflecting EEF evidence on the effectiveness of targeted teaching.</p>	<p>1, 2, 3</p>
<p>Pupil Premium Lead release time to support the leadership and management of pupil premium strategies.</p>	<p>Allocating protected time for the Pupil Premium Lead to attend network meetings, review the impact of interventions, gather pupil perspectives, and analyse both quantitative and qualitative data is essential for driving improvement, enhancing teaching practice, and promoting a culture of shared accountability.</p>	<p>1, 2, 3, 4, 5</p>
<p>Phonics Lead release time to support with the leadership and management of phonics teaching and learning across EYFS, KS1 and Year 3.</p>	<p>Allocating protected time for the Phonics Lead to review the impact of teaching strategies and interventions, gather pupil perspectives, and analyse both quantitative and qualitative data is essential for driving improvement, enhancing teaching practice, and promoting a culture of shared accountability.</p>	<p>1, 2</p>
<p>Continual CPD and training for all teaching and support staff who teach phonics across school.</p>	<p>High-quality CPD is central to improving teaching and learning. By strengthening staff understanding of effective strategies, assessment, and inclusive practice, CPD enhances classroom provision and helps close attainment gaps including for disadvantaged pupils.</p> <p>EEF guidance report states that supporting high quality teaching is important in improving children's outcomes. Effective professional development offers a crucial tool to</p>	<p>1, 2</p>

	<p>develop teaching quality and enhance children's outcomes in the classroom.</p> <p>An EEF evaluation report found that phonics approaches are consistently effective in supporting pupils master the basics of reading, with an average impact of an additional five months' progress.</p>	
English Lead release time to support with the leadership and management of English teaching and learning across school.	Allocating protected time for the English Lead to review the impact of teaching strategies and interventions, gather pupil perspectives, and analyse both quantitative and qualitative data is essential for driving improvement, enhancing teaching practice, and promoting a culture of shared accountability.	2, 3
Maths Lead release time to support with the leadership and management of Maths teaching and learning across school.	Allocating protected time for the Maths Lead to review the impact of teaching strategies and interventions, gather pupil perspectives, and analyse both quantitative and qualitative data is essential for driving improvement, enhancing teaching practice, and promoting a culture of shared accountability.	3
CPD and training for teaching and support staff who teach times tables in KS2.	<p>High-quality CPD is central to improving teaching and learning. By strengthening staff understanding of effective strategies, assessment, and inclusive practice, CPD enhances classroom provision and helps close attainment gaps for disadvantaged pupils.</p> <p>An EEF guidance report states that supporting high quality teaching is important in improving children's outcomes. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	3
Release time for ELSA supervision x1 morning every half term and continual CPD and training for staff member who delivers LEGO therapy.	An EEF evaluation report found that the average impact of successful social and emotion learning interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, social and emotion learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4, 5
Attendance Lead release time to support with the	Allocating protected time for the Attendance Lead to attend network	4

leadership and management of attendance across school.	meetings, review the impact of attendance initiatives, gather pupil perspectives, collaborate with staff, and support families of persistently absent pupils helps to improve overall attendance and promote pupil engagement.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of structured interventions linked to targeted academic support carried out by trained members of staff: NESSY x 2 weekly NELI and Talk Boost x 2 weekly SALT x 3 weekly	<p>Academic interventions provide targeted support to address specific learning gaps, ensuring pupils make accelerated progress. They are particularly important for disadvantaged pupils, helping to close attainment gaps and secure strong foundations in core subjects.</p> <p>An EEF evaluation report found that teaching assistants deployed effectively i.e. delivering interventions can have a large positive impact on learner outcomes.</p> <p>An EEF evaluation report also found that oral language interventions have a high impact on pupil outcomes, particularly disadvantaged pupils. The average being six additional months' progress.</p>	1, 2, 3
Booster groups for reading, writing and maths for pupils in Year 6, including disadvantaged pupils.	<p>Booster groups in Year 6 enable teachers to deliver small-group, high-impact interventions based on assessment evidence. This focused approach helps pupils consolidate key knowledge, build confidence, and maximise attainment.</p> <p>An EEF evaluation report found that small group tuition is effective, and the impact is four additional months' progress, on average, over the course of the year.</p>	1, 2, 3
Additional phonics rapid catch-up sessions with teacher or teaching	Rapid catch-up in phonics is vital for pupils who have fallen behind in early reading. Evidence shows that timely,	2

assistant including for disadvantaged pupils identified as needing extra phonics support.	<p>focused phonics intervention accelerates progress, supports language development, and prevents wider gaps from emerging in literacy attainment.</p> <p>An EEF evaluation report found that phonics approaches are consistently effective in supporting pupils master the basics of reading, with an average impact of an additional five months' progress.</p>	
Teaching assistant to deliver interventions linked to targeted academic support across school including for disadvantaged pupils identified as needing further academic support.	<p>Academic interventions provide targeted support to address specific learning gaps, ensuring pupils make accelerated progress. They are particularly important for disadvantaged pupils, helping to close attainment gaps and secure strong foundations in core subjects.</p> <p>An EEF evaluation report found that teaching assistants deployed effectively i.e. delivering interventions can have a large positive impact on learner outcomes.</p>	1, 2, 3

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

Budgeted cost: £ 20,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school trips, visits and residential.	<p>Trips, visits, residential and enrichment opportunities are subsidised to ensure all children have hands on experiences which improve academic engagement, retention and enhance classroom learning.</p> <p>School to subsidise 25% towards costs for disadvantaged pupils.</p>	1, 4, 5
Breakfast club	<p>Children who attend breakfast club have an improved attendance, punctuality, wellbeing, and readiness to learn and therefore achieve at a higher level.</p> <p>An EEF evaluation report found that children who attend breakfast club can boost their reading, writing and maths results by the equivalent of two</p>	2, 3, 4, 5

	months' progress over the course of a year.	
<p>Implementation of interventions linked to attendance, behaviour and wellbeing carried out by trained members of staff:</p> <p>ELSA x 3 weekly  Draw &amp; Talk x 1 weekly  LEGO therapy x 1 weekly  Fun Fit x 2 weekly  Counselling x 1 weekly</p>	<p>Developing social and emotional skills is vital to children's overall development. These skills underpin effective learning and are strongly associated with positive outcomes later in life. With the right support, pupils learn to express and manage their emotions, resolve conflicts, solve problems, show empathy, and communicate appropriately.</p> <p>An EEF evaluation report found that the average impact of successful social and emotion learning interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, social and emotion learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	4, 5
<p>SEMH worker to support pupils, including disadvantaged pupils across school x 3 mornings per week.</p>	<p>Developing social and emotional skills is vital to children's overall development. These skills underpin effective learning and are strongly associated with positive outcomes later in life. With the right support, pupils learn to express and manage their emotions, resolve conflicts, solve problems, show empathy, and communicate appropriately.</p>	4, 5
<p>Subsidise necessary equipment needed for pupils to participate fully in OPAL at lunchtime for example, waterproof clothing, wellies.</p>	<p>OPAL at lunchtime can have a positive impact on pupils' wellbeing, social and emotional skills, physical activity and life skills.</p> <p>During OPAL, pupils engage in play-based learning which an EEF evaluation report has found can have an additional four months' progress to learning outcomes.</p> <p>Funding used to support disadvantaged pupils, as required, by providing equipment needed for them to fully participate in OPAL lunchtimes.</p>	4, 5

**Total budgeted cost: £138,377**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### REVIEW 2024-2025

*This is the second year of our three-year PP strategic plan.*

#### Improved oral language skills and vocabulary among disadvantaged pupils.

At the end of EYFS, **12.5% of disadvantaged pupils achieved a Good Level of Development (GLD) across the Early Learning Goals, with 25% achieving GLD in communication and language.** Three disadvantaged pupils received support from the Speech and Language team. Teacher feedback confirmed that all disadvantaged pupils left EYFS able to communicate their needs effectively. Notably, one pupil who entered Reception as a selective mute was able to confidently communicate with both staff and peers by the end of the year.

As ELGs do not track progress, **BPVS and Language Screen assessments will be introduced this year** to provide baseline data and enable measurement of progress by the end of the year.

#### Improved reading attainment among disadvantaged pupils.

At the end of KS2, **61.5% of disadvantaged pupils achieved the expected standard in reading**, compared with **75.6% of non-disadvantaged pupils**. This was **1.7% below the national disadvantaged pupil average (63.3%)**, but slightly above both the **district average (60.7%)** and **county average (61.2%)**. Outcomes also showed strong improvement from the previous year, rising from **52.9% to 61.5% (+8.6%)**.

At the end of KS1, **69.2% of disadvantaged pupils achieved the expected standard in reading**, outperforming **non-disadvantaged pupils (61.1%)**. However, internal data indicates that in other year groups, **disadvantaged pupils perform below their non-disadvantaged peers in reading**.

In phonics, **62.5% of disadvantaged pupils passed the Year 1 screening**, compared with **80% of non-disadvantaged pupils**. While this remains below local and national averages, it represents a **12.2% improvement on the previous year**.

#### Improve the phonics outcomes among disadvantaged pupils.

In phonics, **62.5% of disadvantaged pupils passed the Year 1 screening**, compared with **80% of non-disadvantaged pupils**. While this remains below local and national averages, it represents a **12.2% improvement on the previous year**.

**66.6% of disadvantaged pupils** passed the Year 2 phonics screening retake, compared with **33.3% of non-disadvantaged pupils**. Again, this remains below local and national averages.

### **Improved attainment levels in writing and maths among disadvantaged pupils.**

At the end of KS2, **61.5% disadvantaged pupils achieved the expected standard in writing**, compared with **90.3% of non-disadvantaged pupils**. This was **1.9% above the national PP average (59.6%)**, **4% above county average (57.5%)** and **5.5% above the district average (56%)**. Outcomes also showed an improvement from the previous year, rising from **58.8% to 61.5% (+2.8%)**.

At the end of KS2, **69.2% disadvantaged pupils achieved the expected standard in maths**, compared with **80.5% of non-disadvantaged pupils**. This was **8.5% above the national disadvantaged average (60.7%)**, **9% above county average (60.2%)** and **10.5% above the district average (58.7%)**. Outcomes also showed a strong improvement from the previous year, rising from **58.8% to 69.2% (+10.4%)**.

At the end of KS1, **61.5% of disadvantaged pupils achieved the expected standard in writing**, outperforming **non-disadvantaged pupils (58.3%)**. **61.54% of disadvantaged pupils achieved the expected standard in maths** compared with **72.2% of non-disadvantaged pupils**.

Although at the end of KS2, **disadvantaged pupils showed improved outcomes in writing and maths compared to last year**, internal data suggests that **in other year groups, disadvantaged pupils continue to perform below their non-disadvantaged peers in both subjects**.

### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Improving attendance remains a key priority, particularly for disadvantaged pupils. In 2024–25, **attendance for disadvantaged pupils was 90.1%**, compared with **93.9% for all pupils**. While this is below both local and national averages (92.2% and 94.8% respectively), the school continues to prioritise attendance as a key factor in improving outcomes and engagement.

During the year, a range of universal and targeted strategies were implemented to promote good attendance, including **close communication with families, subsidised enrichment opportunities**, and a focus on **pupil wellbeing and engagement** to support regular attendance.

**Next steps** will include:

- Conducting a detailed analysis of attendance data to **identify persistent absentees** and families requiring targeted support.
- **Working closely with the Headteacher** (Attendance Lead) to strengthen early intervention and family engagement.
- Implementing a **more rigorous system for tracking attendance trends** among disadvantaged pupils, ensuring that support plans are regularly reviewed for impact.

### **To achieve and sustain the wellbeing for all pupils, particularly our disadvantaged pupils.**

Last year, the school continued to prioritise the wellbeing of all pupils, including those eligible for Pupil Premium. A range of nurture-based interventions were available, including ELSA

sessions, Art and Emotions activities, counselling, LEGO Therapy and 1:1 or small-group nurture support, to promote emotional resilience and readiness to learn. While detailed participation data and outcome measures were not systematically recorded, qualitative feedback from staff indicates that these interventions had a positive impact on pupils' confidence and emotional regulation.

Access to enrichment opportunities also supported pupil wellbeing. Most disadvantaged pupils attended residential visits and educational trips - subsidies and payment plans were offered to ensure that cost was not a barrier to participation. All disadvantaged pupils were offered the opportunity to take part in extracurricular clubs, though participation data was not tracked.

As a next step, a more robust system for monitoring wellbeing interventions and participation will be implemented. This will include tracking attendance at clubs, trips, and targeted wellbeing programmes, as well as gathering pupil voice feedback to evaluate impact and inform future provision.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Talk Boost	Speech and Language UK
NESSY	Nessy Learning Ltd.
Little Wandle Letters and Sounds	Wandle Learning Trust