

St Keyna Pupil premium strategy statement and Review 24-25

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	231
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	October 2025
Dates on which it will be reviewed	July 2026, July '27 and July '28
Statement authorised by	Steve Gumm, Headteacher
Pupil premium lead	Richard Eaton, Deputy Headteacher
Governor / Trustee lead	Sue MacGrain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£87,870
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£87,870

Part A: Pupil premium strategy plan

Statement of intent

Our school motto is that ***Everyone matters and everyone achieves*** and our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support, is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for improved oracy and we have recently begun our journey with Voice 21.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2.6-2.9% lower than for all pupils.</p> <p>29-32% of disadvantaged pupils have been 'persistently absent' (<90% attendance) compared to 17-20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>End of KS2 assessments in 24-25 show that we have successfully closed the gap in attainment between disadvantaged and non-disadvantaged pupils.</p> <p>Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>READING – Across the school from Year 1 to Year 6, 46% of our disadvantaged children are below age-related expectations compared to 24% of all pupils.</p> <p>WRITING - Across the school from Year 1 to Year 6, 54% of our disadvantaged children are below age-related expectations compared to 42% of all pupils.</p> <p>MATHS - Across the school from Year 1 to Year 6, 43% of our disadvantaged children are below age-related expectations compared to 26% of other pupils.</p>
3	<p>Our observations and discussions with pupils and families have identified a lack of enriching life experiences. This lack of 'cultural capital' particularly affects our disadvantaged pupils and can negatively impact a child by creating disadvantages in their educational attainment, level of aspiration, language acquisition and overall well-being.</p>
4	<p>A significant proportion (37%) of our disadvantaged pupils have Social, Emotional and Mental Health needs (SEMH). This affects their ability to focus and regulate; in class and at breaktimes. Transitions can be challenging for them and all of this impacts upon their learning.</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 attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • an overall attendance rate of $\geq 96\%$ for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to $< 1\%$. <p>The percentage of all pupils who are persistently absent ($< 90\%$ attendance) being below 10% and the figure among disadvantaged pupils being no more than 15%</p>
Improved reading, writing and maths attainment for disadvantaged pupils across Years 1-6.	Levels of age-related expectation across reading, writing and maths for disadvantaged children across the school are at similar levels to all pupils and no more than 10% lower.
Greater enrichment opportunities to support improved wellbeing and attainment for all pupils in our school, particularly our disadvantaged pupils.	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils –</p> <ul style="list-style-type: none"> 100% of our disadvantaged attend a variety of enrichment activities including theatre visits, 3 x year school trips and school residentials in Years 5 & 6 $> 75\%$ of our disadvantaged pupils attend one or more afterschool clubs.
Improved wellbeing and attainment for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: qualitative data from pupil voice, student surveys and teacher observations

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: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oracy through Voice 21	<p>Oral language interventions have been shown to support academic attainment by +6 months EEF - Oral language Interventions</p> <p>Improving oracy ties in very closely with the EEF guidance on Improving Literacy in Key Stage 2.</p>	2 & 4
Develop teacher's modelling of reasoning and children's ability to reason with a particular focus on the ability to verbalise reasoning.	Improving reasoning and understanding in maths links closely with improving oracy - see above.	2 & 4
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2</p> <p>2025 DFE Writing Framework 2023 DFE Reading Framework</p>	2 & 4

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

Budgeted cost: £56,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure gaps in pupil's knowledge are identified through a range of teacher assessment aided by the purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Ensure the acquisition of phonics and early reading skills through the employment of a RWInc Lead to oversee, co-ordinate and monitor the teaching of the RWInc programme, working closely with the RWInc Consultant.</p>	<p>Since the appointment of a RWInc Lead and with support of the RWInc Consultant we have achieved Year 1 phonic screening scores in the top 5% nationally, twice in the last 3 years.</p>	2 & 4
<p>Ensure gaps in pupil's knowledge are addressed through relevant and robust interventions such as:</p> <ul style="list-style-type: none"> • Teaching Assistant interventions: WhiteRose pre-teaching, precision teaching, 1:1 phonics support (RWInc), etc. • feedback work, • teacher focus groups • peer tutoring, • flexible groupings 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF research also indicates that:</p> <p>Feedback work accelerates attainment by +6 months</p> <p>Peer tutoring accelerates attainment by +5 months</p> <p>Teaching assistant interventions accelerates attainment by +4 months</p> <p>EEF research suggests that flexible groupings can support improved learning.</p>	2 & 4

<p>WhiteRose Parental Engagement maths course for parents, delivered by our maths lead. To improve parental engagement, including parental mathematical confidence and understanding of how to support at home.</p>	<p>EEF research shows that parental engagement can boost attainment by +4 months</p>	
<p>Speech and Language therapy 1.5 days per week delivered by a Sp & L therapist.</p>	<p>EEF research shows that oral language interventions can boost attainment by +6 months</p>	
<p>Providing a range of published homework books for Year 6 to support SATs practice in Reading, Maths and Grammar.</p>	<p>EEF research shows that Homework accelerates attainment by +5 months.</p>	<p>2</p>

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

Budgeted cost: £30,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance 2024 advice.</p> <p>Review, refine and implement a robust attendance strategy that is agreed by all stakeholders. Ensure that the strategy is implemented consistently by all relevant staff. Carry out regular analysis of attendance data with a focus on vulnerable groups.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>To support improved emotional regulation and hence improved readiness to learn a new behaviour policy will be introduced.</p> <p>In addition, a range of nurture interventions are used to help improve wellbeing and hence readiness for learning:</p> <ul style="list-style-type: none"> • 2x P.T. THRIVE practitioners • Teaching Assistant nurture support: Thrive, Bubble time, Time4Me • Mental Health Support Team 	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF).</p>	<p>3 & 4</p>
<p>To provide greater enrichment opportunities to support improved wellbeing and attainment for all pupils in our school, particularly our disadvantaged pupils through a range of strategies:</p> <ul style="list-style-type: none"> • Weekly outdoor education activities • Daily physical activity- Move-a-Mile. <p>Widening Opportunities</p> <ul style="list-style-type: none"> • Trips and visits – all classes to participate in 3 class trips/visits per year, Each key stage to take part in annual theatre trips/visits. • Specialist music tuition for some year groups. • Wide selection of after school clubs from art and drama to sport and gardening. • Pupil roles and responsibilities to build independence, confidence and self-esteem. 	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF).</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and accelerate attainment by +3 months</p>	<p>3</p>

Total budgeted cost: £90,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – review 24-25

Intended outcome	Success criteria	2024-25 Outcomes
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student surveys, behaviour policy sanctions and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - >75% of our disadvantaged pupils attend an afterschool club. 	<p>Pupil wellbeing survey: In July 2025, pupils obtained a wellbeing score of 3.6/5 (1% above national average). Around the school pupils appear happy, relaxed and are keen to do well. Incidents of poor behaviour were well below target at 3.7 yellows per day (previous yellows per day averaged: 5.8, 3.9 and 5.1 in the last three years respectively).</p> <p>70% of our disadvantaged pupils attended an afterschool club in the year 23-24, but only 60% in 24-25. A wide variety of 20 different clubs were run, ranging from Microbit Computing to gymnastics. The majority of classes went on 3 trips within the year and numerous visitors were invited such as bird handlers to the fire service.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • an overall attendance rate of $\geq 96\%$ for all and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to $< 2\%$. • the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 8% 	<p>Overall attendance for both years 2023-24 and 2024-25 was 94.5%. This is better than in 2022-23 (93.5%) but still lower than target.</p> <p>In 2024-25 disadvantaged pupils had an attendance rate 2.6% lower at 91.9%. This is better than the two previous year's (90.9% and 91.6%), but still $> 2\%$ difference.</p> <p>16.8% of all pupils were persistently absent, an increase of 3.3% from the previous year.</p>

		31.6% of disadvantaged pupils were persistently absent, a 3% increase from the previous year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>70% of disadvantaged children across the school are at age related expectation in maths.</p>	<p>83% of disadvantaged pupils in Year 6 met the required standard in maths. A 16% improvement on the previous year and much better than target (70%).</p> <p>57% of disadvantaged children across the school are at age related expectation in maths. This is a decrease of 3% from last year and lower than target (70%).</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>70% of disadvantaged children across the school are at age related expectation for writing.</p>	<p>67% of KS2 disadvantaged pupils met the required standard in writing. This is slightly lower than target (70%), but much improved upon the previous year (33%).</p> <p>46% of disadvantaged children across the school are at age related expectation in writing. This is below target but 16% above last year. Our whole school levels at ARE for writing have fallen due to the new STA 'secure fit' writing assessment criteria being applied.</p>

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.

Programme	Provider