

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kelsey Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	01.12.25
Date on which it will be reviewed	01.05.25
Statement authorised by	Katie Grantham (Headteacher)
Pupil premium lead	Katie Grantham (Headteacher)
Governor / Trustee lead	Josie Fitzgerald (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8383
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,653

Part A: Pupil premium strategy plan

Statement of intent

Our aims are:

- To support our pupils in accessing a broad, balanced curriculum enriched by learning experiences beyond the classroom.
- To support pupil's social, emotional and mental health to enable them to access the classroom as regulated learners.
- To support disadvantaged pupils, who also have SEND needs, by removing their barriers to learning and supporting them to achieve the academic potential.
- To support positive engagement in learning so that pupils meet their full academic, social and emotional potential.

We aim to do this by:

- Ensuring disadvantaged pupils can attend all learning experiences beyond the classroom (e.g. educational trips and residential visits) with subsidised support where needed.
- Providing ELSA support in school, each afternoon, either 1-1 or group work, to meet the SEMH needs of learners.
- Increased our SEND provision: increased SENDCo time, support of external agencies, purchasing of resources and time with key adults in school.
- Providing training and support through 'The School Dog Mentor' for a school dog to work with disadvantaged pupils who are struggling to engage in their learning.

Challenges

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

Challenge number	Detail of challenge
1	High numbers of PP pupils have a SEND need.
2	High numbers of PP pupils have SEMH needs and are not always regulated and ready to learn.
3	Experiences beyond the classroom are limited for some pupils.
4	Make progress in line with their non PP peers.
5	Support positive engagement in learning so that pupils meet their full academic, social and emotional potential.

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
Disadvantaged pupils access all learning experiences beyond the classroom.	High numbers of PP learners accessing extra-curricular clubs. All PP learners accessing class trips and residential visits.
All staff in school are trained to support pupil's SEMH needs, with self-regulation as a priority. Further staff are trained to carry out bespoke, 1-1 or small group SEMH support.	One trained ELSA TA is in place, accessing supervision sessions each half term. A TA will be trained as an ELSA to give us increased capacity. An ELSA trained TA supports 'reflection time' for pupils at playtime. All staff have received self-regulation training. Whole school approach to the 3 Rs – regulate, relate, reason.
Strength in SEND provision for learners who are also PP.	Strength of SENDCo leadership – provision of regular training opportunities, supervision and targeted training support for staff. Engagement with outside agencies is strong and this enhances support for all SEND/PP learners, especially those with high needs. Use of EP and STT.

PP learners to make progress in line with their peers.	External data and internal tracking will demonstrate PP learners making consistently good progress.
Support positive engagement in learning so that pupils meet their full academic, social and emotional potential.	Teachers see increase positive engagement in learning, with strategies such as the use of our school dog, increased reading opportunities, responsibilities in school, etc.

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: **£2,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Further ELSA training to support pupils with SEMH needs</i>	EEF (July 2021) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2	£595

<i>ELSA supervision sessions</i>	EEF (July 2021) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2	£160
<i>SENDCO time supports PP learners through targeted staff CPD and whole staff CPD.</i>	EEF (October 2021) Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.	1	£2,000

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

Budgeted cost: **£14,079**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Additional, targeted support for disadvantaged pupils with SEND needs.</i>	TAs delivering support alongside QFT, with a specific focus on disadvantaged pupils. Within the context of the classroom and through interventions. EEF (2017): 'Seven recent EEF evaluations have shown that when TAs are used to deliver high-quality structured interventions, they can typically generate three to four additional months progress for pupils struggling in literacy and numeracy'	1	£10,579
<i>Services of external SEND support agencies are engaged.</i>	It is essential to ensure the expertise of professionals is sought when children present with SEND needs. This ensures an accurate profile of the pupil and supports any on-going documentation, i.e. EHCPs.	1	£1,500
<i>Purchase reading for pleasure books specifically selected to increase engagement and</i>	Teachers and Reading Lead to select books for PP pupils to enjoy reading at home and at school. DFE (2012) Reading for Pleasure research paper:	4	£2,000

<i>enjoyment in home and school reading.</i>	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,879**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Support with after school clubs and educational trips</i>	All children need to experience a broad and balanced curriculum. EEF (July 2021): 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'	3	£4,000
<i>ELSA trained member of staff taking 1-1 or group sessions each afternoon, targeted towards our vulnerable pupils.</i>	EEF (July 2021) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2	£10,579
<i>Targeted provision of school uniform</i>	Uniform is purchased by school to support any families experiencing financial hardship.	3	£1,000
<i>Milk</i>	The new 2021 Early Years Framework puts a strong emphasis on good dental hygiene and dental health.	3	£1,200
<i>The School Dog Mentoring program</i>	National School Dog Alliance: Emotional Support: School dogs can help reduce anxiety and stress among children (and teachers and parents!), providing a calming presence by providing emotional support and comfort. Stroking an animal can decrease levels of cortisol, the hormone	5	£1,100

	responsible for stress, in humans. Dogs bring a comforting presence and unconditional acceptance, making students feel safe and secure. Improved Learning Environment: Dogs can motivate reluctant readers and improve focus during lessons. For example, children often feel more comfortable practicing reading skills with a non-judgmental audience like a dog, and may better regulate their behaviour in the presence of a dog. Encouragement of Positive Social Behaviour: Interacting with dogs can promote communication skills, empathy, compassion, and responsibility in children, fostering positive peer interactions. Dogs provide companionship and offer positive social interactions between individuals who struggle to find friends in traditional classroom settings Mental Wellbeing: Dogs can help reduce symptoms of depression and anxiety, and support overall mental and emotional wellness in both children and staff. Dogs can help some children build confidence in themselves and their academic/ social abilities Physical Benefits: Dogs encourage physical activity, which can have a positive effect on children's overall well-being, from regular walks to simple interactions that keep both children and dogs active and engaged.		
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Total budgeted cost: £34,713

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

10 pupils formed the 3034-25 Y6 cohort for KS2 outcomes. Of these 10 pupils, 5 pupils were eligible for PP funding. Of these 5, 3 pupils had an EHCP and did not complete their SATs.

This means that 7 pupils out of 10 did complete their SATs.

Outcomes were as follows:

Reading –

PP 20%

Non PP 50%

Writing –

PP 20%

Non PP 50%

Maths –

PP 20%

Non PP 50%

Grammar, punctuation & spelling –

PP 20%

Non PP 50%

Our KS2 outcomes were based on a very small cohort of 10 pupils, with 3 of these pupils having an EHCP. High quality provision was in place for these pupils, with individual personalised curriculums to match their needs.

All PP pupils accessed at least two class trips this academic year. Year 3 & 4 and 5 & 6 pupils were also able to attend residential trips. This enriched their experiences beyond the classroom with various outdoor activities and pursuits on offer.

All our PP pupils are provided with uniform in the summer term in readiness for the new autumn term. Parents & carers are able to select what they'd like (with all elements of uniform available for them to select) and additional uniform support is given throughout the year to replenish and replace.

Many PP pupils benefit from time with our ELSA trained teaching assistants. This is for specific interventions, such as Drawing & Talking, 1-1 check ins, art/craft therapy, work on self-esteem, friendships, etc.

Our attendance as a school was just over 96% last academic year. Two PP pupils had attendance which caused concern, in both situations targeted support was offered as well as the EBSA pathway.

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