

# Pupil Premium strategy statement

## Kincraig Primary School



Considering best practice advice for Education Endowment Foundation and DfE, Kincraig Primary School now publishes a longer-term Pupil Premium Statutory Statement which will be reviewed each November for the next 3 years. The annual review will consider impact and any concerns arising will be addressed. This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2025-2026. 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
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	44%
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> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Karen Appleby
Pupil premium lead	Miss Lucy Cross
Governor / Trustee lead	Mr Steve Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£124,230

## Part A: Pupil premium strategy plan

### Statement of intent

At Kincaig Primary School - Where the children are at the **HEART** of everything we do...

At Kincaig, we aim to ensure that all children, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to ensure that whilst in our care; our children are Happy, Enjoy, Achieve, Respect and Thrive and that regardless of whether they are disadvantaged or not they are offer a rich, broad and balanced curriculum that enables them to explore and challenge their own knowledge and understanding of the world around them.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has 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. With over 50% of our children eligible for Pupil Premium this is crucial.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

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 and are well equipped with resources to support them within and out of school.
- act early to intervene at the point need is identified and work with parents and carers to ensure all the child's needs are bring met.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. This will be achieved through Pupil Progress and ongoing professional dialogue, staff training and development and effective monitoring.
- Support disadvantage children access a wider curriculum including extra-curricular activities and clubs.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good outcomes, including progress for those who are already high attainers. Our school is committed to supporting all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The higher proportion of PP in specific year groups.
2	Pupil Roll and the differentiation in class sizes; resulting in mixed age classes.
3	Targeted availability for individual and small group teaching to support disadvantaged children who would benefit from 1:1 or focused intervention based around a specific need or learning difficulty.
4	To improve pupils' experiences; developing their knowledge and understanding. Evidence shows that some of our disadvantaged pupils have limited experiences beyond their immediate environment and have limited cultural knowledge. To develop their knowledge of cultural capital.
5	To improve the number of disadvantaged children achieving the Greater Depth standard at the end of KS2 in English Writing and Maths.
6	To improve pupils' understanding around aspirations and potential future goals.
7	Non- academic barriers e.g. attendance, pupil and adult emotional and mental health, financial constraints.

## 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
<b>High quality teaching in all year groups is a universal offer for all pupils.</b>	<ul style="list-style-type: none"> <li>• Continue to retain our 'Good' Ofsted rating.</li> <li>• Children eligible for Pupil Premium achieve the statutory outcomes and are in line nationally with all other pupils at the end of each key stage.</li> <li>• Children remain in single form entry classes with additional full-time teaching assistant</li> </ul>

	<p>support. Child to adult ratio – lower than normal allowing additional time.</p> <ul style="list-style-type: none"> <li>• Development of Staff through good CDP and training.</li> </ul>
<p><b>Targeted academic support for all identified individuals; improving outcomes.</b></p>	<ul style="list-style-type: none"> <li>• Additional teaching support for small 1:1 and group interventions led by teachers and teaching assistants.</li> <li>• Regular Pupil Progress meetings, professional dialogue and discussion and monitoring of children’s needs.</li> <li>• Additional resources and equipment to support targeted intervention and raise attainment.</li> </ul>
<p><b>Improve pupils understanding around aspirations and future goals.</b></p>	<ul style="list-style-type: none"> <li>• To offer children experiences and create links with local businesses/colleges and universities to raise aspirations and improve the outcomes children achieve.</li> <li>• To develop children’s confidence and self-esteem; building upon pupil’s well-being.</li> </ul>
<p><b>Develop children’s cultural capital.</b></p>	<ul style="list-style-type: none"> <li>• To offer children experiences and broaden their cultural capital. Offer more opportunities to visit galleries/museums/places of worship and activities they may not otherwise have access to.</li> </ul>
<p><b>Non- academic barriers e.g. attendance, pupil and adult emotional and mental health, financial constraints.</b></p>	<ul style="list-style-type: none"> <li>• Individual children and families are identified quickly and a plan drawn for support. Offer additional family support time.</li> <li>• Improve persistent absences and sustain the current strategies used to encourage attendance.</li> <li>• Behaviour incidents are very low and emotional support for individuals and families are recognised as making a difference.</li> </ul>

## 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: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional full-time teacher to support the children being taught in single year groups rather than mixed.	A full-time teacher has been employed to ensure all classes can remain single form as some classes are smaller and would result in mixed form entry.	1/2
Additional part time TA to support the single classes rather than mixed year groups.	A part time teaching assistant to support the delivery of the single form classes.	1/2
Licences and subscriptions to support on- line learning	These enhance class and home learning and allow children to access provision at home and extend their knowledge beyond the classroom. These include Ed shed/TT Rockstars/SPAG.COM and Literacy Shed	5

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

Budgeted cost: £ 63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x 0.5 Teacher to carry out structured interventions with KS2 children.	An additional senior teacher to deliver high quality interventions in English and Maths to support children achieving the expected standard by the end of KS2.	3/5
1 x Full time equivalent teaching assistants to	An additional full time teaching assistant to deliver interventions and precision	3/5

carry out structured interventions.	teaching across KS1 and KS2 to improve outcomes.	
2.5 x additional SEN time	An additional 1.5 sessions of allocated time for children to work with the SENDCo. Personalised plans created to support each individuals needs.	3

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

Budgeted cost: £ 14,230

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase of a Pupil Welfare Officer EWO	Impacts positively on pupil attendance	7
1 x 2.0 Family Support Worker allocation of time.	Key member of staff to support families and carry out Early help assessments.	7
Subsidise transport costs, and outings to ensure all children can participate.	To support parents and families in enabling children to participate in extra-curricular activities and reduce costs.	4/6/7
Purchase of for e.g., uniforms, clothes, PE kits	Ensures all pupils are equally equipped.	7

**Total budgeted cost: £ 124,230**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We analysed the outcomes of our disadvantaged pupils during the 24-25 academic year using EYFS, KS1 and KS2 performance data and phonics screening check results. The performance of our disadvantaged pupils when compared to children not eligible for Pupil Premium. The data from end of key stage tests and assessments shows that the progress and attainment of disadvantaged was good.

	Children Not Eligible	Children Eligible	Local Authority
EYFS – GLD 24 children	17 Children 76% achieved GLD	7 Children 86% achieved GLD	LA: Overall 63.5%
Phonics Screening 20 children	10 Children 90% achieved WA	10 Children 80% achieved WA	LA: Overall 78%
KS2 Tests 29 children	8 children R: 100% EXP W: 100% EXP M: 100% EXP	21children R: 86% EXP W: 86% EXP M: 90% EXP	LA Overall R: 69% EXP W: 65% EXP M:68% EXP

As you can see the Pupil Premium allowed us to personalise learning and provide additional support to those children in receipt of Pupil Premium. It is evident in the outcomes when all children achieved well and in line with national average.

### 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
SEESAW	
EDSHED Spelling	
TT Rock Stars	
Literacy Shed	
SPAG/MATHS.com	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

In 2024-2025 – we received one payment to support a child in receipt of Service Pupil Premium. This money was used to provide additional support within a specific area of development.

### **The impact of that spending on service pupil premium eligible pupils**

Through personalised 1:1 support and the purchase of additional resources the child made progress and achieved the expected standard within their year group at the end of 2024-2025

## Further information (optional)

### EEF Research:

#### **Teaching:**

Spending on improving teaching might include professional Development, training and support for Early Careers Teaching and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, are the key ingredients to our successful school and should rightly be a top priority for Pupil Premium Spending.

#### **Targeted Academic Support:**

Evidence consistently shows the positive impact targeted academic support can have, including those pupils that are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom teaching assistants can provide targeted academic support, including how to link structured one to one or small work group intervention to classroom teaching, is likely to be a key component of our effective Pupil Premium Strategy.

#### **Wider approaches:**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. It is likely that the specific features of the community that we serve will affect spending in this category.