



Pupil Premium Strategy Statement – Kingsbury Primary School

This statement details our school’s use of pupil premium (and recovery 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.

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School Overview

Detail	Data
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Smith Headteacher
Pupil premium lead	Ruth Watkinson Deputy Headteacher
Governor/Trustee Lead	Liz Burton

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£101,750
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 <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>	September 2025

Part A: Pupil premium strategy plan

Statement of intent

At Kingsbury Primary School, we are committed to creating a nurturing and inclusive environment where every child can thrive. Guided by our core values of Respect, Inspire, Curiosity, Nurture, and Care, we use Pupil Premium funding to help overcome barriers to learning and secure positive, sustained outcomes for our children.





Our strategy is rooted in our belief that the achievement of every child matters and is aligned with both the DfE’s recommended approaches and the Education Endowment Foundation’s tiered model. While our focus is on those children eligible for Pupil Premium, many of our approaches benefit all pupils through whole-school improvements.

We aim to:

Deliver High-Quality Teaching We invest in professional development, inclusive curriculum design, and resources that support effective teaching and learning. This ensures all children, receive personalised, high-quality education.

Provide Targeted Academic Support Through structured interventions, a Pastoral Team, small group work, and tailored support, we address specific learning needs identified through formal and informal assessments. This includes helping children achieve the outcomes in their Education Health and Care Plans.

Implement Wider Strategies We support wellbeing, attendance, and family engagement through initiatives such as enrichment activities, breakfast provision, and pastoral care. These strategies reflect our commitment to nurturing the whole child and supporting families.

Our curriculum is designed to be creative and holistic, helping each child become the best, most independent version of themselves. At the heart of our approach is child-centred, personalised teaching and learning, informed by collaboration with families and a deep understanding of each child’s strengths and needs.

We are passionate about ensuring that our Pupil Premium funding contributes to our overall vision: that every child and their family has the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Complex Communication Needs A significant number of pupils arrive at Kingsbury with highly complex communication profiles. EHCP outcomes, SALT programmes, and staff





	observations consistently highlight the need for intensive, personalised intervention to support the development of communication and interaction skills.
2	<p>Regulation and Readiness to Learn</p> <p>Many children travel long distances to attend school, which can impact their emotional regulation and readiness to engage in learning. These pupils often arrive dysregulated and hungry, requiring additional support to settle and access the curriculum effectively.</p> <p>A consistent, whole-school approach to behaviour and emotional regulation is essential to support children. Staff must have a shared understanding of behavioural needs and use agreed strategies to create predictable, nurturing environments that help pupils feel safe, regulated, and ready to learn.</p>
3	<p>Sensory Processing Difficulties</p> <p>EHCP outcomes and classroom observations indicate that a large proportion of pupils have complex sensory needs. These must be addressed through tailored environmental adaptations and sensory strategies to enable pupils to feel safe, regulate, and ready to learn.</p>
4	<p>Family Support Needs</p> <p>A considerable number of families require Early Help support at Levels 2, 3, or 4 of the Lancashire Continuum of Need. This additional support is essential to help families meet their children’s complex needs and to engage with school life.</p>
5	<p>Attendance Concerns</p> <p>While overall attendance is monitored closely, a small number of pupils have persistent attendance issues that require targeted intervention to ensure consistent access to learning and support.</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
Children will make the best possible progress in communication and interaction through Kingsbury’s embedded Total Communication approach, including	Progress towards EHCP Communication and Interaction outcomes is clearly evidenced through each child’s personalised annual tracker document which links termly





Objects of Reference, Intensive Interaction, photographs, symbols, AAC, Makaton, and speech.	Personalised Learning Outcomes to Annual Outcomes and EHCP Targets. These are recorded on Tapestry observations using Cherry Levels. All classrooms consistently use appropriate communication methods tailored to pupil needs.
Children will be supported to be regulated and ready to learn as soon as possible each day, with their basic physiological needs met.	Child and staff feedback, alongside learning walk observations, show increased engagement in morning sessions. Breakfast and snack provision is accessed consistently and supports readiness to learn.
A sensory-informed curriculum will support improved self-regulation and engagement in learning.	Behaviour data shows a sustained reduction in incidents. Staff observations show children spending longer periods of time regulated and actively participating in learning.
Families will be supported to meet their child's complex and multifaceted needs through Kingsbury's internal Early Help offer.	Families report improved access to support. Internal Early Help records demonstrate effective intervention and evidence to support escalation to higher-level services where appropriate.
Attendance of identified pupils will improve through targeted family support and monitoring.	Attendance data for targeted pupils show measurable improvement, enabling greater access to learning and school-based support.

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: £9,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Training	The more staff who are trained in signing the stronger this approach is in school.	1





	<p>This is an important aspect of both expressive and receptive language development. We now have a trained Makaton tutor in school who can deliver training to staff.</p> <p>The benefits of Makaton for Children with disabilities The Children's Trust (thechildrenstrust.org.uk)</p> <p>Sensory Processing Training. Home - Julia Dyer Sensory Integration Training and Consultancy, North West England UK</p>	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA posts with responsibility for developing communication and interaction across the school. There is a full time communication HLTA, and a 3 day per week HLTA who will provide direct interventions with targeted children and support staff to develop their skills.</p>	<p>By providing communication support and resources staff will be confident to support children's communication outcomes ensuring that their voice is heard.</p> <p>These communication strategies will be generalised to home/respite by provision of training/resources to ensure the optimal communication opportunities for each child wherever they are. Total communication - sense</p>	1
<p>Pastoral Team input into Early Help and family support</p>	<p>Identified pupils will receive targeted 1:1 or 2:1 support to develop emotional regulation, alongside collaborative work with families to ensure a consistent,</p>	4





	joined -up approach between school and home.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance sensory regulation equipment available for children with sensory processing disorder. We have a full time HLTA with responsibility for sensory across the school	All children require access to sensory curriculum approaches with some children requiring a greater degree of support and input to help them to feel regulated and ready to learn https://reachoutasc.com/what-is-a-sensory-diet-and-how-do-i-implement-one-in-my-busy-classroom/	3
Support families and children with wellbeing and accessing local services	CSC has placed greater emphasis upon schools to meet the needs of children at level 2 of continuum of need. A family worker will act as a first point of contact and be the key worker for TAF meetings. https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/	4
Support targeted families whose children's attendance gives cause of concern	The higher a child's attendance the more likely they are to learn – gov.uk https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	5





Fund magic breakfast and additional food items	We recognise that we need to fulfil children’s basic physiological needs before we can support their learning <u>Insights on child morning hunger</u>	2
Children access to our Therapy Dog	We see the benefits of having a therapy dog on a daily basis – children respond well to Dougie and his presence helps to deescalate behaviours and anxiety <u>https://www.therapydogs.com/therapy-dogs-classrooms-campuses/</u>	3
Establishment of new pastoral team consisting of HLTA’s for Behaviour, Communication, Sensory, Physical, and Family Support	We are committed to ensuring that the physical, mental, and emotional wellbeing of children in paramount. Our commitment to pastoral care feeds into everything the school does to ensure their pupils have the best chance of success. <u>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</u>	3, 4, 5
Part funding SENDCO who will lead annual reviews to ensure that outcomes are up to date and challenging and to ensure that that families are referred for support as needed.	We recognise that some families may need additional support, and are committed to supporting families so access the right support. The SENDCO may identify unmet needs at annual review time and refer to the pastoral team as appropriate	

Total budgeted cost: £101,750





Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024–25, analysis of CPOMS data showed a reduction in behaviour incidents, indicating that pupils were better emotionally regulated and more able to access learning. The school invested in a behaviour specialist (Dean Cotton), and the pastoral team successfully embedded his approaches across the setting. This led to a positive shift in staff practice and strengthened our whole-school behaviour strategy. The Behaviour Smart app, trialled in the summer term, had a significant impact and is now being rolled out across the entire school.

Our curriculum offer was further enhanced through a series of carousel-style training sessions focused on pedagogy, child development, play, and communication. These sessions were highly valued by staff, with consistently positive feedback. We also extended this offer to local mainstream schools, supporting wider professional development and collaboration.

We made strong progress in embedding Total Communication and sensory regulation strategies, which were essential in meeting the increasingly complex needs of our pupils. However, these areas remain a priority due to the ongoing need to train new our high standards were maintained.

Maintaining cohesion and continuity of approach across our two sites was a key focus, particularly in light of our rapid expansion and the opening of our new satellite provision, Kingsbury Cottage. With a significant number of new staff joining the team, we prioritised high-quality induction, training, and support to uphold the quality of provision and ensure all pupils continued to receive the best possible education.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to find in the previous academic year.

Programme	Provider

