



# Killigrew Primary and Nursery School

## Pupil Premium Strategy Statement 2025- 2026

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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
School Name	Killigrew Primary and Nursery School
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years covered by statement (3 year plans recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr. John Ferguson Headteacher
Pupil premium lead	Mrs. Catherine Wells Deputy Headteacher
Governor / Trustee lead	Mrs Courtney Johnson

### Funding overview

\*Taken from 2025-2026 allocations [www.gov.uk](http://www.gov.uk)

Detail	Amount
Pupil premium funding allocation this academic year	£53,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£53,740</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Killigrew Primary and Nursery School, we believe every child deserves the opportunity to thrive. Our aim for disadvantaged pupils is to remove barriers to learning so that they achieve academic success, build confidence, and develop the skills needed for life beyond school. We want every child to leave Killigrew as, **R**espectful, **E**nthusiastic and **D**etermined learners, ready to embrace new challenges.

Our overarching objective is that disadvantaged pupils make strong, sustained progress—particularly in reading, writing, and mathematics—and that attainment gaps are closed swiftly and sustainably. Research from the Department for Education (2024) and the Education Endowment Foundation (EEF, 2023) shows that Pupil Premium funding is most effective when support begins early, ensuring learning gaps do not widen as pupils progress through school. Guided by this evidence, our strategy prioritises early intervention in the Early Years and Key Stage 1, ensuring that strong foundations in phonics, language, and number are established.

Improving writing outcomes remains a key priority. Through high-quality teaching of foundational skills, systematic vocabulary instruction, and explicit spelling practice, we aim to raise attainment and confidence. Evidence from the EEF Teaching and Learning Toolkit (2023) highlights that targeted literacy interventions and high-quality feedback approaches deliver some of the strongest impacts on pupil progress and long-term outcomes.

We are equally committed to promoting a culture of belonging and recognition, where pro-social behaviours and achievements are celebrated. Pupil voice at Killigrew indicates that feeling valued and included increases motivation and engagement, aligning with research showing that a strong sense of belonging correlates with improved attendance, well-being, and academic performance (DfE, 2024).

Outdoor learning and developing life skills also plays an important role in our curriculum. Structured outdoor experiences develop engagement, teamwork, resilience, and motivation—particularly for pupils facing additional barriers. Evidence from the Natural Connections Project (Natural England, 2016) and the EEF Outdoor Adventure Learning Report (2024) found that outdoor learning significantly enhances engagement, behaviour, and attitudes to learning, particularly among disadvantaged pupils.

Our Pupil Premium strategy is rooted in DfE guidance, EEF evidence, pupil voice, and school data. Through quality-first teaching, personalised support, and enriching experiences, we ensure every child—regardless of background—feels they belong, achieves highly, and leaves Killigrew ready for lifelong success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Writing fluency</b> – Some pupils struggle with spelling, writing stamina, and overall confidence in their writing, limiting their progress across the curriculum.
2	<b>Feeling included and recognised</b> – Certain pupils experience lower self-esteem and fewer opportunities to feel valued, which can affect engagement, behaviour, and motivation.
3	<b>Limited access to outdoor and enrichment opportunities</b> – Pupils may miss out on experiences that develop confidence, teamwork, problem-solving, and engagement with learning.
4	<b>Developing life skills</b> – Some pupils require support to gain independence, organisation, and the confidence needed for successful transition to secondary school.
5	<b>Early gaps in literacy and numeracy</b> – Many pupils start school with lower language, reading, and number skills, making it harder to keep pace with age-related expectations without targeted support.

## 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
To improve writing outcomes, including spelling and composition for all pupils, particularly among disadvantage pupils.	<p>Assessments and observations indicate significant improvement of pupils eligible for pupil premium make accelerated progress in writing; internal assessments show a reduction in the attainment gap; improved outcomes in spelling assessments. (Evident through other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evident through observations in the Early Years.)</p> <ul style="list-style-type: none"> <li>• Improved spelling and composition across all year groups, evidenced by progress in writing assessments and moderation.</li> <li>• Disadvantaged pupils make accelerated progress in writing compared to</li> </ul>

	<p>previous baselines, shown through termly data analysis.</p> <ul style="list-style-type: none"> <li>• Pupil work demonstrates greater accuracy and creativity, evidenced by book scrutiny and teacher feedback.</li> <li>• Positive pupil attitudes towards writing, gathered through pupil voice surveys and classroom observations.</li> <li>• Consistent application of taught strategies (e.g., spelling rules, sentence structure) across subjects, monitored through learning walks.</li> </ul>
<p>To improve social, emotional, and behavioural engagement for all pupils, particularly among disadvantage pupils.</p>	<p>Sustained high levels of wellbeing, alongside a reduction in behaviour incidents, improved attendance, and greater participation in school life. Positive feedback from pupils and families will demonstrate this impact across all pupils, with a particular focus on disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in extra curriculum activities amongst disadvantaged pupils</li> </ul>
<p>To achieve an increase in the participation of outdoor learning for all pupils, particularly among disadvantage pupils.</p>	<p>More pupil premium pupils engaged in enrichment and outdoor activities; teacher observations show improved confidence, resilience, and engagement.</p> <ul style="list-style-type: none"> <li>• Higher engagement of Pupil Premium pupils in enrichment and outdoor learning activities, evidenced by participation records.</li> <li>• Teacher observations show improved confidence, resilience, and engagement during outdoor sessions and across classroom learning.</li> <li>• Pupils demonstrate greater engagement with curriculum subjects as a result of outdoor learning experiences, shown through lesson observations and pupil voice feedback.</li> <li>• Positive impact on overall wellbeing and social skills, evidenced by pupil and teacher voice.</li> </ul>

<p>To enhance life skills and a readiness for successful transition for all pupils, particularly among disadvantage pupils.</p>	<p>Pupil voice and assessment evidence show improved independence, organisation, and self-management skills; successful transitions between key stages.</p> <ul style="list-style-type: none"> <li>• Pupils demonstrate improved independence, resilience, and problem-solving skills, evidenced through teacher observations and pupil voice.</li> <li>• Successful transition to the next stage of education (e.g., secondary school, key stages), shown by positive feedback from pupils, families, and receiving schools/teachers.</li> <li>• Increased confidence in managing daily routines and responsibilities, monitored through classroom practice and enrichment activities.</li> <li>• Development of social and communication skills, evidenced by participation in group tasks and collaborative learning.</li> <li>• Positive attitudes towards change and new challenges, gathered through surveys and informal discussions.</li> </ul>
<p>To reduce the early attainment gap in EYFS and KS1, ensuring that disadvantaged pupils make accelerated progress and achieve outcomes closer to or in line with their peers.</p>	<p>Improved progress in phonics, early writing, and number sense; PP pupils achieve in line with peers nationally.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils make accelerated progress in core areas (communication and language, literacy, and mathematics), evidenced by termly assessment data.</li> <li>• Gap between disadvantaged pupils and their peers narrows in EYFS and KS1, shown through end-of-year outcomes and national benchmarks.</li> <li>• Improved phonics and early reading attainment, monitored through phonics screening checks and ongoing assessments.</li> <li>• High-quality teaching and targeted interventions are consistently implemented, evidenced by lesson observations and intervention impact reports.</li> </ul>



	<p>from the Education Endowment Foundation (EEF, 2023) demonstrates that ongoing teacher professional development, combined with mentoring and structured coaching, significantly improves teaching quality and raises attainment for disadvantaged pupils.</p> <p>In child-led provision, maths mastery is embedded through purposeful play and exploration of number, pattern, and measure. The maths leads support teachers by modelling effective questioning, planning, and use of consistent mathematical language. Evidence from observations will show improved fluency, reasoning, and confidence, in line with NCETM and EEF (2021) guidance.</p>	3,4,5
Embedding consistent approaches to spelling and vocabulary development.	Grammarsaurus will provide a consistent, progressive approach to spelling and vocabulary across the school. Linking spelling to morphology, phonology, and etymology will deepen understanding, while shared resources and review will ensure consistency. Evidence from monitoring will show improved accuracy and vocabulary use, supporting the three-year goal of a unified English approach. This reflects research from the Education Endowment Foundation (EEF, 2021), which highlights that consistent, explicit teaching of spelling and vocabulary across subjects strengthens literacy and long-term learning outcomes.	1,4,5
-Monitor the progress of eligible pupils at least termly using data, focused book scrutiny and lesson observations.	Research (Edutopia) shows that regular data cycles (e.g., termly assessments) help schools identify pupils who are not making expected progress and adjust interventions promptly. This is particularly important for disadvantaged pupils, who are at higher risk of falling behind.	1,4,5
-Spend longer teaching the context for writing, providing visual and real-life examples to support understanding.	Rosenshine's Principles of Instruction: Suggests using examples of real-life contexts and modelling to build schemas before independent tasks. It shows pupil premium children often have a smaller vocabulary compared to peers. Explicitly teaching context and using visuals helps bridge this gap.	1,4,5
-Prioritise the overt teaching of vocabulary and the modelling of its use, in all subjects.	Research consistently shows that overt, explicit vocabulary teaching and modelling its use across all subjects improves comprehension, academic achievement, and equity for learners with language gaps (EEF).	1,4,5

Staff to use the Wellcomm Toolkit to assess need and accelerate oral language skills (staff can identify difficulties and address need)	The Wellcomm Toolkit was developed by speech and language therapists to ensure early targeted intervention. <a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm">https://www.gl-assessment.co.uk/assessments/products/wellcomm</a>	5
Additional staffing to deliver DfE validated synthetic phonics programme – Read Write Inc to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	5

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

Budgeted cost: £ 13,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention groups in maths, phonics, reading, and writing (EYFS–KS1).	Grammarsaurus will support early intervention in phonics, reading, and writing (EYFS–KS2) through structured, cumulative resources that close gaps and reinforce key skills. Phonics-linked spelling and scaffolded writing tasks will strengthen decoding and transcription. Evidence from assessment and progress data will show improved fluency and accuracy, aligning with EEF (2021) research on the impact of structured, early literacy intervention. In EYFS, early intervention maths groups will provide targeted, practical support to strengthen number sense, counting, and early calculation. Sessions will use hands-on resources and consistent mathematical language to address gaps quickly. The maths lead will guide planning and monitor progress, aligning with NCETM and EEF (2021) research on the impact of early, structured maths intervention.	1,4,5  3,4,5

1:1 and small-group tuition focusing on writing fluency.	Grammarsaurus supports 1:1 and small-group tuition through structured writing models and scaffolds that build fluency and confidence. Evidence from pupil work shows improved sentence construction, aligning with EEF (2021) research that targeted modelling and feedback accelerate writing progress	1,4,5
Additional adult support in KS1 to address early gaps.	Grammarsaurus supports KS1 interventions with structured resources that reinforce phonics, spelling, and early writing. Evidence from assessments shows faster literacy progress, aligning with EEF (2021) research on effective early language support.	1,4,5
Use WellComm language and communication to embed early oral fluency to support writing fluency.	Action research in schools using WellComm found that early screening and targeted interventions improved children's ability to structure sentences for speaking and recall vocabulary. These oral skills are precursors to written sentence construction and fluency	1,4,5
Use dyslexia friendly spelling programme to offer small group support three times a week.	Evidence suggests that a dyslexia-friendly spelling programme delivered in small groups three times a week can significantly improve spelling and confidence for PP pupils, helping to narrow the literacy gap.	1,4,5
Y6 Additional Support and Booster group tuition offered to our disadvantaged pupils in upper KS2.	High impact collaborative approach that allows pupils to work together on learning tasks in a small group. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learn">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learn</a>	1

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

Budgeted cost: £ 13,435

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding a whole-school approach to behaviour and belonging, including recognition systems and pupil leadership opportunities.	Research shows that a consistent, whole-school approach to behaviour and belonging positively impacts engagement and outcomes for disadvantaged pupils. The EEF (2021) highlights that clear expectations, positive recognition systems, and strong relationships improve attendance, motivation, and self-regulation. Providing pupil leadership opportunities further	2,3,4

	supports Pupil Premium children by building confidence, responsibility, and a sense of belonging—key factors linked to improved academic and social outcomes.	
Expanding outdoor and enrichment learning through curriculum planning.	Research shows that outdoor and enrichment learning can have a significant positive impact on disadvantaged pupils. The EEF (2021) and Natural England (2019) report that outdoor learning improves confidence, resilience, wellbeing, and engagement, particularly for pupils with limited access to wider experiences. Such approaches also enhance teamwork, problem-solving, and motivation, which in turn support improved academic outcomes and reduced learning gaps for Pupil Premium children.	2,3,4
Targeted support for well-being and family engagement via the pastoral team.	Evidence shows that targeted pastoral support and strong family engagement significantly improve outcomes for disadvantaged pupils. The EEF (2021) highlights that addressing social, emotional, and mental health needs enhances readiness to learn and attendance. Additionally, DfE (2018) research shows that positive home–school relationships boost pupil engagement and progress, particularly for Pupil Premium children facing barriers outside the classroom.	2,3,4
Development of Life Skills and transitioning programmes.	Research supports that life skills and transition programmes have a positive impact on pupil confidence, wellbeing, and long-term outcomes. The EEF (2021) and DfE (2019) highlight that structured transition support reduces anxiety, improves attendance, and promotes academic continuity. Developing life skills such as communication, resilience, and self-regulation particularly benefits disadvantaged pupils, helping them	2,3,4

	engage more effectively with learning and future opportunities.	
Extra curriculum clubs offered for all our disadvantaged pupils in Years Reception to Year 6.	To feel a part of school community. DfE Mental Health and Behaviour in School, 2018 <a href="https://www.gov.uk/government/publications/mental-health">https://www.gov.uk/government/publications/mental-hea</a>	2,4

**Total budgeted cost: £ 53,740**

## Further information (optional)

### References

- Department for Education (2024). *Pupil Premium: Effective Use and Accountability Guidance*.
- Department for Education (2024). *School Improvement Support: Using Data and Evidence to Close Gaps*.
- Education Endowment Foundation (2023). *Using Pupil Premium: Guidance for Schools*.
- Education Endowment Foundation (2023). *Early Literacy Approaches – Teaching and Learning Toolkit*.
- Education Endowment Foundation (2024). *Outdoor Adventure Learning – Teaching and Learning Toolkit*.
- Natural England & Plymouth University (2016). *Natural Connections Demonstration Project: Outdoor Learning Benefits*.
- Education Endowment Foundation (EEF): Improving Literacy in Key Stages 1 & 2; Teaching and Learning Toolkit; Metacognition and Self-Regulation.
- Department for Education: Pupil Premium Strategy Template and Guidance (2024 update).