

# Pupil Premium Grant

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This statement details our school's use of pupil 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	Kingfisher School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 to 2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lorraine Wilson Headteacher
Pupil premium lead	Lorraine Wilson Clare Johnson
Governor Lead	Carol Boushala

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,908
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£31,908</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The overarching aim of our Pupil Premium strategy is to utilise funding effectively to secure and sustain positive outcomes for disadvantaged pupils. While socio-economic disadvantage is not always the primary barrier to learning for pupils within our school, analysis of outcomes indicates a persistent variance between disadvantaged pupils and their peers, including those with comparable starting points. These disparities are most evident in the following areas:

- Academic attainment
- Progression to further and higher education
- Employability and readiness for work
- Access to social and enrichment opportunities
- Social, emotional, and mental wellbeing

Central to our approach is the delivery of consistently high-quality teaching, with a particular focus on addressing the areas of greatest need for disadvantaged pupils. This is complemented by targeted interventions informed by robust diagnostic assessment, alongside a commitment to ensuring all pupils can access a broad, balanced, and ambitious curriculum.

Although this strategy is explicitly focused on improving outcomes for disadvantaged pupils, it is recognised that several funded approaches operate at a whole-school level, particularly those related to the quality of teaching and learning. Consequently, it is anticipated that the intended outcomes of this strategy will also have a positive impact on non-disadvantaged pupils, raising attainment and progress across the school community.

In addition, disadvantaged pupils are supported to develop independence, resilience, and essential life and social skills. The school remains committed to ensuring equitable access to high-quality work experience, careers education, and further and higher education guidance for all pupils.

Our Pupil Premium strategy is underpinned by a personalised, needs-led approach. Decisions are informed by a combination of formal and informal assessment, ensuring that provision is responsive to each pupil's individual strengths and areas for development, rather than assumptions or labels. This approach supports pupils in acquiring the skills, knowledge, and experiences necessary to be well prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations show that disadvantaged pupils can make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our observations show that disadvantaged pupils are more likely to have communication needs that can lead to challenges in relation to self-regulation, which in turn can lead limit opportunities to the wider curriculum
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop independence with personal skills.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of personal development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
7	Our observations are that disadvantaged pupils and their families generally have difficulties accessing information and services outside of the school environment.

## 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 attainment for disadvantaged pupils in all areas of their education, both academic and EHCP led outcomes, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils that meet or exceed End of Year Goals with regard to English and Maths, as well as their EHCP long term goals.
Pupils have opportunities to develop functional communication to support them to be as communicate their needs and wants as much as possible, whilst accepting this looks different for every pupil.	Assessment of pupils' language communication shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school.
Pupils are equipped with the skills to help them self-regulate and are therefore able to access the full curriculum.	Through achievement of EHCP termly outcomes.
Disadvantaged pupils and their families have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel supported to develop independence with personal skills.	There is no discernible different between the number of pupils developing independence when compared to non-disadvantaged pupils. Families can also see the improvement in these areas within the home setting.
Disadvantaged pupils have the opportunity to develop education, wellbeing and wider aspects of personal development.	There is no discernible different between the pupils develop education, wellbeing and wider aspects of personal development to that of non-disadvantaged pupils.
Employment of a Family Engagement and Support Officer who will support families of disadvantaged pupils in order for them to receive additional support from services beyond the school environment.	There is no discernible different between the pupils receiving additional support from services beyond the school environment to that of non-disadvantaged pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

\*Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on ensuring that learning objectives are reflected in the outdoor environment</p> <ul style="list-style-type: none"> <li>• CPD is accessed that focuses on outdoor learning</li> <li>• Support teachers to integrate outdoor opportunities in planning</li> <li>• Develop outdoor spaces and purchase resources to ensure they are engaging, inspiring, and curriculum-aligned</li> </ul> <p>The lead will to:</p> <ul style="list-style-type: none"> <li>• <b>Academic advantage:</b> Outdoor learning can enhance attainment and classroom outcomes.</li> <li>• <b>Engagement and behaviour:</b> Pupils frequently demonstrate better focus, fewer distractions and more positive classroom behaviour when learning outdoors.</li> <li>• <b>Social-emotional development:</b> Outdoor contexts promote self-confidence, teamwork, resilience and emotional wellbeing.</li> <li>• <b>Wellbeing and health:</b> Nature-based learning correlates with improved mental health, reduced stress and heightened physical wellbeing.</li> </ul>	<p>Reviews of UK and international research consistently report that outdoor learning interventions tend to have positive effects on pupil engagement, knowledge acquisition and applied learning, particularly when learning is structured and connected to the curriculum.</p> <p><a href="#">Wellbeing: The impacts of outdoor learning and play   Learning through Landscapes</a></p>	1
<p>Ongoing professional development. INSET to include</p> <ul style="list-style-type: none"> <li>• Maths specific to our pupils.</li> <li>• Phonics specific to our pupils</li> </ul>	<p>Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs)</p> <p><a href="#">EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1

<p>English Teaching and Learning Responsibility Lead to develop and improve English teaching across the school in line with DfE guidance.</p> <p>The lead will:</p> <ul style="list-style-type: none"> <li>- engage with local and national SEN groups.</li> <li>- identify pupils requiring additional English interventions, implement interventions and monitor the impact.</li> <li>- deliver phonics training specific to the pupils at Kingfisher School.</li> </ul>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="https://www.suttontrust.com/What-Makes-Great-Teaching-REPORT.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p>Positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional training and resources to support delivery of 1-1 and small group work in relation to phonics</p>	<p><a href="#">Phonics-EEF</a>  <a href="#">Five evidence-based strategies to support-EEF</a>  Read Write Inc Training for all staff ongoing cost</p>	2, 3
<p>Additional TAs employed to support delivery of 1-1 and small group work in relation to communication.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="#">What works database-ican</a>  This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3

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

**\*Budgeted cost: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discrete phonics input.	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p><a href="#">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a></p>	1
Music Therapy	<p><a href="#">Harnessing music psychology and music therapy to support social and emotional development in children : My College</a></p>	1,2,3
<p>Developing Independence  Using staffing to support pupils to develop independence in 1-1 and small group settings</p>	<p>Beyond Autism <a href="#">PowerPoint Presentation</a></p>	

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

**\*Budgeted cost: £7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted ELSA Sessions  Small groups and 1-1</p>	<p>ELSA Network: Impact of ELSA. Improves engagement and reduces barriers.</p> <p><a href="https://www.elsanetwork.org/research">https://www.elsanetwork.org/research</a></p>	

Recruit and facilitate training of a team of Mental Health First Aiders to support the work of the Mental Health Lead	Mental Health First Aiders provide early identification and targeted emotional support for disadvantaged pupils, helping to remove mental health barriers to learning and ensuring pupils are able to engage positively with education and school life. <a href="#">MHFA Research and Evidence Base</a>	
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**\*Total budgeted cost: £32,000**

## 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 2022 to 2023 academic year.

**Table 1: Progress Summary**

Subject Area (O&A)	2024-2025 Summer		
	PP	Non-PP	Difference
English Reading	85%	89%	-4%
English Writing	91%	92%	-1%
Maths	88%	85%	3%
Communication, Language and Literacy	88%	88%	0%
Sensory and Physical	82%	88%	-6%
Independence	79%	92%	-13%
Social Emotional and Mental Health	88%	87%	1%

Aim	Outcome
Improved attainment for disadvantaged pupils in all areas of their education, both academic and EHCP led outcomes, relative to their starting points as identified through baseline assessments.	<p>Progress within Year 1 of 3-year plan:</p> <ul style="list-style-type: none"> <li>• There is very little difference between disadvantaged pupils and non-disadvantaged pupils in most areas</li> <li>• Independence shows a discernible difference in independence although in number rather than percentage difference this is 7 disadvantaged pupils as opposed to 5 non-disadvantaged. Independence is a key aspect of our curriculum and further developments will take place here.</li> </ul>
Pupils have opportunities to develop functional communication to support them to be as communicate their needs and wants as much as possible, whilst accepting this looks different for every pupil.	<ul style="list-style-type: none"> <li>• Increase for disadvantaged pupils within Communication, Language and Literacy. No difference between disadvantaged pupils and non-disadvantaged pupils</li> </ul>
Disadvantaged pupils and their families have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Access to off site provision such as</p> <ul style="list-style-type: none"> <li>• OXRAD</li> <li>• Wheels for All</li> <li>• Work Experience</li> <li>• Millets Farm Experience Days</li> <li>• Taking part in the Panathlon</li> <li>• Taking part in the Swimming Competitions</li> <li>• Barge Trips on the Thames Experience Days</li> <li>• Overnight stay at Hill End</li> </ul>
Employment of a Family Engagement and Support Officer Advocate who will support families of disadvantaged pupils in order for them to receive	Family Engagement and Support Officer in place and providing support for all pupils in receipt of PP when required through TAF, CiN and EHAs.

additional support from services beyond the school environment.	
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### Summary of internal and externally provided programmes for Pupil Premium

Programme	Provider
Music Therapy	External
Music Tuition	External
Riding for the Disabled	External
Rebound Therapy	External
Small Group	Internal
Purchase of Sensory Equipment	Internal
Purchase of Additional ICT Equipment	Internal
Purchase of equipment to support home learning	Internal
Individual Reading Support	Internal
Underpinning Life Skills	Internal
Additional Swimming Session	Internal