

Pupil premium strategy statement – Kedington Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Vicky Doherty
Pupil premium lead	Vicky Doherty
Governor / Trustee lead	Sue Kehr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,290
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year	£ 29,290
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Kedington Primary Academy, we believe that supporting disadvantaged pupils is a privilege, not a problem to solve. We are committed to fostering a culture where every child, regardless of background or starting point, can achieve and flourish in all aspects of school life. We understand the challenges posed by low family income and its impact on opportunity, development, and health, yet we refuse to let these factors become barriers. We never lower expectations based on family circumstances, nor allow labels to dictate opportunities. Our approach is evidence-led, ensuring equity, ambition, and access for all and based on evidence not assumption.

Challenges

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

Challenge number	Detail of challenge
1	Attainment that is lower than peers, especially in writing. Our disadvantaged children have mixed levels of achievement. Attainment in reading, for example, relatively high with our internal assessments (autumn 2025) showing that 74% are achieving at EXS+ in reading. However, writing outcomes are lower with 41% not EXS+.
2	Low reading speed of some children. Some disadvantaged children read well with excellent fluency but there are 8/19 (42%) children whose reading speed is below the target for their year group. Our careful assessments show that this is often phonics gaps (particularly for younger children) and wider issues with fluency for older children.
3	Gaps in vocabulary knowledge and cultural capital Evidence gathered from teachers who know their children well indicates that gaps in vocabulary knowledge are evident in 10/19 (52%) of our disadvantaged children. Similarly, 11/19 children have gaps in their background knowledge that makes it harder for them to access learning and hang new learning on existing knowledge.
4	Low attendance of some disadvantaged children Some children in this group have excellent attendance - 11/19 (58%) of our disadvantaged children have attendance above 96% (Nov 2025) and 7/19 (37%) have 100% attendance. However, there are still 8/19 (42%) children whose attendance is below target and 4/19 (21%) who are persistently

	absent (below 90%). This will be having a negative effect on their learning and social integration at school.
5	<p>Economic barriers to wider enrichment experiences</p> <p>At Kedington, we have a carefully planned programme of enrichment activities both in and out of school because we know how important they are for a wide range of reasons – enjoyment of school, a sense of success, a sense of belonging, raising aspirations, building cultural capital. We believe it is essential to remove any barriers to disadvantaged children taking full advantage of these. We therefore have a long standing tradition of heavily subsidising the cost of clubs and trips for disadvantaged children and negotiating free places from external providers.</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
Improve attainment in writing for pupil premium children.	<p>Outcomes in summer 2028 across KS2 show that at least 60% of pupil premium children are achieving EXS+ in writing.</p> <p><i>Because the cohort size is small, results can vary significantly from year to year, making end-of-KS2 data an unreliable measure. Instead, progress across KS2 has been chosen, as this approach allows disadvantaged pupils the opportunity to catch up from potentially low starting points during their time in Reception and KS1.</i></p>
Improve reading speed among disadvantaged children.	Assessments in 2027/28 show that at least 60% of disadvantaged children's reading speed is at least at the target level for their year group.
Increase vocabulary and background knowledge of disadvantaged children	Assessments and observations indicate significantly improved vocabulary and background knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including 1:1 reading, book scrutiny and ongoing formative assessment.
Improve attendance of disadvantaged children	The percentage of disadvantaged children who fall into the persistent absent category (attendance below 90%) falls to 20% or lower.
Ensure disadvantaged children can take part in all enrichment activities.	Economic factors are not a barrier to any disadvantaged child taking part in enrichment activities. This will be evident from analysis data of participation events but also records of conversations with children and parents to offer to support participation.

NB - For all targets, the small size of the data group means that the performance of a single child can significantly influence overall outcomes—by 5% or more.

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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Unity Code will be introduced to support evidence based, quality first teaching including:</p> <ul style="list-style-type: none">• Explicit vocabulary instruction• Explanation and exposition• Checking for understanding• Quality modelling <p>We will provide high quality training sessions for teachers and TAs and individual coaching and opportunities for staff to see excellent practice in other classes and schools.</p> <p>This will ensure that our excellent CUSP curriculum—already rich in explicit vocabulary instruction and focused on broadening children’s background knowledge—is expertly taught.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>EEF Effective Professional Development</p>	1,2,3
<p>Additional training for teachers and LSAs in prosodic reading strategies.</p> <p>CPD from a specialist along with coaching and other support as needed.</p> <p>Prosodic reading strategies are already embedded in our teaching and intervention approaches. However, additional training will ensure that classroom staff develop a deep understanding of both the principles and the purpose behind these strategies, and that they can apply them with expertise and precision. This will not only strengthen reading skills but also provide</p>	<p>There is substantial, consistent evidence from numerous studies and meta-analyses that teaching and practicing reading fluency has a significant positive impact on overall reading ability, particularly on reading comprehension</p> <p>Improving Literacy at KS1 Improving Literacy at KS2 EEF blog: Shining a spotlight on reading fluency</p>	1, 2

children with extensive exposure to high-quality language structures, rhythm, and vocabulary—key elements that will enhance their writing development.		
<p>Further embed the use of adaptive teaching including the use of technology (iPads) and the scaffolding toolkit, especially in writing.</p> <p>This will include whole school training for teaching staff as well as individual coaching and additional support where needed</p>	<p>Some forms of technology can also enable teachers to adapt practice effectively.</p> <p>EEF Digital Technology Guidance Report</p> <p>Changing the approach through scaffolding is an effective way to support specific pupil needs as explained in Improving Literacy at KS2</p>	1,2,3
<p>Support children oracy, embedding opportunities to form and articulate ideas and providing support and structure for this.</p> <p>We will provide training for teaching staff and opportunities for teachers to see excellent practice.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1,2,3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics interventions across the school.</p> <p>This will include regular screening and assessment of all children and flexible catch up intervention groups, led by SoundsWrite trained staff.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Fluency interventions (Herts for Fluency)</p> <p>Including careful assessment of fluency using reading fluency matrix)</p>	<p>There is substantial, consistent evidence from numerous studies and meta-analyses that teaching and practicing reading fluency has a significant positive impact on overall reading ability, particularly on reading comprehension</p> <p>Improving Literacy at KS1</p> <p>Improving Literacy at KS2</p> <p>EEF blog: Shining a spotlight on reading fluency</p>	2

<p>Writing interventions where needed. These will be based on accurate assessment of obstacles and could include:</p> <ul style="list-style-type: none"> • 1:1 post-writing editing • Pre-teaching • Handwriting interventions • Spelling interventions 	<p>When a teacher identifies that a pupil is struggling with aspects of literacy, the next step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil.</p> <p>Improving Literacy at KS1</p> <p>Improving Literacy at KS2</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising enrichment activities (e.g. school trips, special events, after school clubs). This will support a variety of outcomes including:</p> <ul style="list-style-type: none"> • Attendance • Engagement • Cultural capital • Aspirations 	<p>There is evidence that arts and sports participation can have a positive impact on wider academic achievement, can re-engage pupils and is valuable in itself.</p> <p>Arts Participation</p> <p>Physical Activity</p> <p>Working together to improve school attendance.</p>	3, 4, 5
<p>Continue to embed our Belonging Strategy:</p> <ul style="list-style-type: none"> • Positive interactions • Noticing and valuing all children • Building a shared sense of identity • Building opportunities for families to be involved in school life • Continuing a wide range of carefully planned enrichment activities across the year <p>This will also include doing a belonging survey 1:1 with disadvantaged children to get an insight into their perceptions about school and relationships with their peers and adults, how excepted, understood and a part of the school they feel. We also plan to do similar with parents. This will inform further whole school and individual actions.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance.</p>	3, 4, 5
Targeted support for attendance.	The DfE guidance has been informed by engagement with schools that have	4

This could include initiatives such as staffing soft starts, ELSA support to reduce anxiety, supportive meetings with parents.	significantly reduced levels of absence and persistent absence. <u>Working together to improve school attendance.</u>	
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Total budgeted cost: £ 29,290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments evidence that most disadvantaged children are achieving well.

At the **end of KS2**, there were 5 disadvantaged children:

80% achieved the expected standard in writing, 20% greater depth

80% achieved the expected standard in reading, 40% greater depth

80% achieved the expected standard in maths, 20% greater depth

In the **Y4 MTC**, there were 5 disadvantaged children. Their average score was 23.0 compared to an average of 23.4 for not disadvantaged children and a national average score for disadvantaged children of 18.9.

In **Year 1 Phonics Check**, there were 2 disadvantaged children. 100% met the expected standard.

2024-25 **attendance** of disadvantaged children was 91.9% which is lower than not-disadvantaged children. This is improving, however attendance continues to be a focus for the school. 5/25 (20%) disadvantaged children had attendance below 90%, which is much higher than the overall school figure of 10.9%.

Progress against targets:

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is improving and is at least 95% pa. <i>Not on track and declined from 92.7% the previous year.</i>
All disadvantaged children leave Kedington as strong readers.	KS1 phonics scores reflect our ambition to reduce the attainment gap. <i>Met – 100% passed</i> End of Key stage outcomes show pupils perform well. <i>KS2 80% EXS+, 40% GDS</i>

Improve the emotional well-being for disadvantaged pupils	Pupils will be able to co regulate and use strategies taught to support their emotional well-being and therefore be in a position to access their learning. <i>Assessments completed by teachers evidence that nearly all disadvantaged children are able to self-regulate in line with their peers.</i>
Improved early language in the Early Years for all pupils	Disadvantaged children will achieve ELG in reading and be on track to pass their phonics by the end of the year 1. Trust phonics assessments are used to carefully track progress. <i>Not met – 2/3 children did not meet the ELG but had very low starting points. Of these children is now making excellent progress and we are hopeful that 2/3 will meet the Y1 phonics check. The other child has now left the school.</i>
We have refreshed our Pupil Premium Strategy mid-cycle - the evaluation above reflects the end of year 1 of our original three-year plan, but we have chosen to start again. Our previous strategy was designed as a three-year plan. However, the DfE requires schools to publish an updated strategy statement every academic year by 31 December, and to ensure spending decisions remain informed by current evidence and the specific challenges of our disadvantaged pupils. In 2025/26, more rigorous evidence-gathering and significant changes in the composition of our disadvantaged cohort highlighted new barriers to achievement.	
To meet these evolving needs, we have reset priorities within the EEF's tiered approach. This refresh enables us to align provision precisely to pupils' needs, and monitor impact more robustly across the year.	

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
SoundsWrite Phonics	Soundswrite
Herts for Fluency	Hertfordshire GfL

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

Use of Zones of Regulation

Embedding recommendation two (Integrate and model SEL skills through everyday teaching) from the EFF social and emotional learning guidance report using a consistent approach through the PSHE curriculum

High quality Phonics and early reading skills – regular keep up sessions every day of phonics.

The impact of that spending on service pupil premium eligible pupils

Information withheld as only one child.