Digging Deep, **Aiming High**

Kippax North Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026-2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kippax North Primary
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25, 2025-2026, 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Aidan Sadgrove
Pupil premium lead	Beth Burland
Governor lead	Sarah Mead

Funding overview+

Detail	Amount
Pupil premium funding allocation this academic year	£42,268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,268

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Part A: Pupil premium strategy plan

Statement of intent

Kippax North Primary School is part of the Brigshaw Learning Partnership ('BLP') and, in line with all BLP schools, our mission is to provide a transformative cradle to career education that allows our children to "achieve, thrive and make a difference." At Kippax North, this mission is borne out through our school vision statement of 'Digging Deep, Aiming High.'

Our vision sets the highest ambition for all children, regardless of their background and individual starting point. The proportion of children eligible for pupil premium funding is below national average at 15.3% (national is 25.1% for Primary schools) and the proportion of children with special educational needs is below the national average at 15

.9%. Of the children on the SEND register, 20% also qualify for pupil premium funding. Two children are in receipt of Services Pupil Premium (0.9%) and one pupil qualifies for the CLA uplift (0.45%)

The majority of our pupils are of White British heritage. The percentage of children with English as an additional language is low at 2.3% (5 children).

We want all children to achieve well across the full curriculum, although an emphasis is given to developing the core skills, knowledge and understanding in oracy, reading, writing and maths because without these children are unable to access other subjects. We also want our pupils to benefit from a range of experiences and enrichment opportunities which enables them to try new things and uncover and nuture new interests and talents.

In order to be highly successful in improving achievement for the children eligible for pupil premium, we will:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. All pupils, regardless of their socio-economic status
- are encouraged to "Dig deep, Aim High," and staff have high expectations of all learners.
- Act early and use robust diagnostic assessment to identify gaps via termly pupil progress meetings.
- Draw on research evidence (such as EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount using the school's agreed adaptive teaching strategies to enable children to succeed in the classroom as much as possible.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that all staff, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL). Within our classrooms, children in receipt of pupil premium funding will be prioritised for feedback.
- Ensure we prioritise children in receipt of pupil premium funding for our "Focus child" observations to enable staff to have wholistic information about them.
- Ensure that the Senior Leadership Team is tracking the impact of PP funding on outcomes.
- Ensure that all staff know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress and supporting a strong sense of belonging within the school.
- Have a clear and robust accountability system for all staff which include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM)
- Rigorously track attendance of pupils eligible for the Pupil Premium as good attendance equates to better outcomes and life chances

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate lower confidence among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Although this improved in the academic year 2025-22026, we are keen to raise this further.
3	We have increasing numbers of pupils with anxieties, social and emotional needs and a small number of children who fall into the EBSA

	category (emotionally based school avoidance) who are being supported by the school. Requests for support via the learning mentor, the Cluster and other external agencies have noticeably increased since 2024.
4	Data from reading diaries and tracking of homework tasks indicates that PP pupils are less well supported within the home environment.
5	Data from extra-curricular activities show that PP pupils' participation is lower than their peers.
6	Fewer disadvantaged children achieve a "greater depth" grade in the core subjects.

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 confidence and participation is observed amongst disadvantaged students	Monitoring shows students are supported to make greater contributions in class and are prioritised when teacher circulate to ensure feedback is timely and effective.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● The cost of extra-curricular activities including residentials is supported to remove barriers to participation
Increased attendance rates for pupils eligible for PP.	Overall attendance amongst pupils eligible for PP improves from 92.5%, closer to the school target of 97%. In the academic year 2025-2026, 6.3% of PP children were persistently absent. We aim to decrease this to 2.9%.
Improve engagement in enrichment activities.	100% of pupils in receipt of PP access enrichment activities.
Improved rates of progress and GDS outcomes for PP eligible children. All pupils meet FFT 5 predictions.	Termly reviews using tracking software, book monitoring and teacher discussion to establish how each child is making progress in line with their projections. Progress is good from all starting points. Sustain higher GLD and outcomes for eligible pupils at the end of reception, and in phonics in Year 1

	% of disadvantaged children achieving GDS in the combined core subjects increases.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x annually release time for staff to analyse standardised assessments and create IPs.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,4,6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Helicopter stories EYFS Access to enrichment activities Interventions following SALT WellComm language assessments and recommendations	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,4,6
Ensuring QFT across the curriculum.	EEf Teaching and Learning Toolkit	1,4,6

Staff released for Instructional Coaching which will embed the Guiding Principals in the BLP Teaching and Learning Blueprint. Ongoing training and developmet for staff for RWInc phonics Training and coaching for Kinetic letters handwriting programme. Staff released for deliberate practice Staff released for curriculum development work including the BLP's "common core" for writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF- Phonics Teaching and learning Toolkit Phonics | EEF (educationendowmentfoundation.org.uk)	
Staff address attendance concerns via supportive messages (messages, calls, meetings) Leaders track attendance and pick up concerns with families for early intervention Staff are trained in accordance with the BLPs Blueprint for effective relationships to build more effective partnerships between home and school. Attendance improvement plans and panel meetings are implemented where necessary	FFT Aspire 360 report Attendance Matters DfE blog Working together to improve attendance DfE	2, 3, 5
PSHE focus on developing self-regulation and social awareness	EEF Improving social and emotional learning in Primary schools	2,3,5
ELSA programme delivery for identified vulnerable pupils	https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf	2,3,5

Release time for Learning Mentor and Teaching assistant to attend training.	ELSA intervention is in place for identified children.	

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

Budgeted cost: £12,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and carry out structured interventions to provide additional support in core subjects, including phonics, ELSA and SALT intervention	EEF Improving Maths and Improving Literacy recommended strategy EEF Improving Literacy recommended strategy https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf	All
Thrive assessment and intervention for identified pupils	https://www.thriveapproach.com/behaviour-in-schools	All
Purchase of RWI resources, diagnostic tests, Kinetic letters resources	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4, 6
ELSA approach/intervention used with identified pupils	https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf	All

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

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor targeted intervention and support eg morning greeting sessions	Wellbeing for Education initiative	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Use of Trust attendance officer support Attendance panel meetings where required	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. FFT Aspire 360 report Attendance Matters DfE blog Working together to improve attendance DfE	2, 3
Buy in to cluster guidance and support team.	Wellbeing for Education initiative	2,3
Hardship fund for vulnerable families. Support to pay for educational visits, term time and extra curricular clubs	Wellbeing for Education initiative	2,3
Enrichment is embedded into the school's core offer and is an entitlement for all	EEF SEL paper	

Total budgeted cost: £ 42268.00

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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 2024 to 2025 academic year.

All pupils in receipt of PP funding attended the educational visits offered. All children who wanted to, attended the annual residential.

12.5% pupils in receipt of PP accessed cluster support (counselling or family support)

100% of pupils offered maths boosters, uptake of 75%

100% of eligible pupils received phonics intervention

Assessments during 2024/25 suggested that children in receipt of pupil premium made good progress in some key areas.

In 2026, there were 7 PP children in F2, 71% of PP pupils achieved GLD in comparison to 50% in 2025, and 33% in 2024.

The Foundation Stage Baseline Assessment allowed staff to target support to areas of need, specifically Communication and Language and PSE. The significant language gap between disadvantaged and non-disadvantaged pupils will continue to be a focus as the pupils move into Year 1.

80% of PP pupils in Year 1 passed the Phonics Screening Check. This is due to investment into RWInc and focussed staff development to ensure high quality phonics teaching.

75% of PP pupils in year 4 achieved more than 20 marks in the Multiplication Tables check, in comparison to 40% in 2024/2025.

At the end of KS2 100% of disadvantaged pupils achieved EXS in reading due to highly effective teaching of reading from EYFS to year 6 (80% reached the required standard in 2024/5). 75% of these pupils achieved the expected standard in writing, maths and combined, which is above national figures.

Effective use of summative assessment has focussed teaching and informed and focussed intervention to be precise and personalised. We have a culture of ‘What have our pupils learnt?’ and NOT ‘What have I taught?’ to ensure learning is embedded before moving on. Pupils’ attainment and progress data is analysed 3 x per year and

class teachers need to evidence that children in receipt of pupil premium are making good rates of progress.

Overall attendance at Kippax North in 2024/25 was lower than in the years prior to the pandemic at 93%. Last year, whole school attendance improved by 1.5% to 94.5%, and the attendance of pupils in receipt of pupil premium improved from 88% to 91.7%. We aspire to improve attendance further and bring attendance for pupils in receipt of PP at least in line with their peers.

Our assessments and observations indicated that pupil wellbeing and mental health continued to be impacted last year. 40% of disadvantaged pupils have accessed support from the Learning Mentor or targeted services. This is a much higher % than the general school population and therefore remains a focus.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NESSY	Nuffield
Communication and Language	Leeds SENIT team
Speech therapy	The Yorkshire Speechie

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 pupil: To support children accessing extra-curricular and residential. Booster group.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to broaden experiences, develop vocabulary. Pupil has gone from WTS to EXS.