Pupil premium strategy statement - 2026/27

This statement details our school's use of pupil premium (and recovery premium for the 2026 / 27 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 Ash Tree
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	79/267 30%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024- 2025 2025-2026 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher: Mark Cahill
Pupil premium lead	Mark Cahill
Governor / Trustee lead	Viv Smithies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£135,220

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the local schools committee accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment.

Our aim is for all children to achieve well right across the 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.

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.
- Act early and use robust diagnostic assessment to identify gaps
- 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.
- 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 support staff, particularly teaching assistants, 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) Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps 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 Outcomes	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils and this has been further impacted by attendance issues On entry to F1 over the last 3 years, between 50-100% of our disadvantaged pupils arrive in setting below age-related expectations compared to approximately 25% of other pupils.
3 SEMH Issues	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4 Qualitative data	Data from reading diaries, pupils accessing homework tasks indicates that PP pupils are less well supported within the home environment.
5 Attendance	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between approx 15-20% lower than for non-disadvantaged pupils.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	There is no significant difference in the internal or external data (including the phonics screen)between pupil premium children and other groups. Internal or external data show children have made good progress across the relevant keystage.
Improved writing attainment for disadvantaged pupils at the end of KS2.	There is no significant difference in the internal or external data (including the phonics screen) between pupil premium children and other groups. Internal or external data show children have made good progress across the relevant keystage.
Improved maths attainment for disadvantaged pupils at the end of KS2.	There is no significant difference in the internal or external data (including the phonics screen and times table screen) between pupil premium and other groups.Internal or external data show children have made good progress across the relevant keystage.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Clear systems in place to allow school to work with vulnerable children and their families to prevent persistent absence, reduce lates and re-move other barriers that may disrupt learning.

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: **£20,000**…….

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments. Release time for staff to analyse data, create IPs and for Pupil Progress meetings each term.	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, 2
Direct support from The Yorkshire Speechie SALT services provide therapeutic support for pupils with SALT needs that are awaiting NHS support or have stopped receiving NHS support to support pupils being in-line with peers	Building confidence with vocabulary and communication skills enhances pupil ability to take part in the curriculum, for positive relationships and be successful as a learner Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. . Early Language Training for EYFS at Trust level. Access to enrichment activities.	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

Ensuring QFT across the curriculum. Staff released for Instructional Coaching which will embed the Guiding Principals in the BLP Teaching and Learning Blueprint. Continued development for staff for RWInc. Release time for RWInc lead to monitor, evaluate and coach staff. Purchase of Development Days for RWInc with release time for key staff.	EEf Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF- Phonics Teaching and learning Toolkit Phonics | EEF (educationendowmentfoundation.org.uk)	1,2,4
Support pupils with social, emotional and mental health via Thrive Approach	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3

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
Additional staffing in each EYFS, KS1 and KS2 trained in use of oral language intervention strategies to ensure individual and small group programs are delivered regularly for identified groups of pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 2

Purchase of RWInc online resources /intervention materials.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Tailored intervention plans delivered during school time Y6 after school tutoring Maths Tutoring Reading Tutoring GaPS Tutoring	Bespoke intervention to small groups delivered during school day as discussed at pupil progress meetings held 3x year Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2 ,4

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

Budgeted cost: **£81,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Thrive Approach - 2 members of staff train as Thrive Practitioners- co-ordinating the assessment and delivery of Universal, daily Thrive teaching, weekly targeted group Thrive sessions and individualised tailored Thrive session for pupils with highest levels of SEMH need Staffing	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

of Thrive 1 x SLT Practitioner (0.4) , 1x TA practitioner (0.5) Whole School staff team training for Universal offer S & L therapist to work alongside staff to advise on suitable inputs/interventions including suitable provision EEF +6 months 1,4,6 Non-class-based deputy headteacher to track provision, progress, attainment and achievements and to effectively manage interventions and regular pupil progress reviews as Pupil Premium lead 1,2,5 Dedicated, protected release time for teachers to attend pupil progress meeting where PP children are a key focus. 1,2,5		
Learning mentor/ pastoral lead appointed September 2024 to lead on attendance initiatives and provide daily support around attendance and pastoral issues as they arise.	In line with DfE guidance - SEMH support supports increased attendance and engagement, reducing the number of pupils being classified as persistently absent. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	

Total budgeted cost: £131,000……

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 2025 to 2026 academic year.

Our internal assessments during 2025/26 suggested that pupil premium children attained close to, or above their non pupil premium peers. Our statutory data (EYFS, phonics, MTC and Year 6) reporting points also shows that our pupil premium pupils achieved close to or above their non pupil premium peers. The gap is being closed for this group of pupils.

Our focus on developing quality first teaching has proven to be the appropriate approach to enhance progress made for PP pupils. Teaching is inclusive through strategies such as 'I do, we do, you do' approach accompanied by sharp emphasis on subject specific vocabulary and use of stem sentences. Effective use of formative assessment within lessons has focussed teaching and informed pre and post teach sessions alongside the development of Messy marking approaches and shared marking using the visualisers to prompt correction and improvements.' Implementation of standardised tests and data analysis to create Improvement Plans for classes and cohorts, with focus on PP children has further enhanced learning opportunities for PP pupils.

Overall attendance in 2025/26 was lower than national, however, there is an improvement on the previous year and a reduction in persistent absence. A decline in attendance and increase in persistent absence has been described in a series of Ofsted Inspections as 'stubbornly low'. In 2024, we launched a new, more rigorous attendance strategy. This has been successful in supporting improved attendance for our PP pupils. PP attendance has increased this academic year to just below national however there is still a gap between PP and Non PP children (to date for this year 3%). Fast Track fining for poor attendance, fining for Holidays in term time, daily pick-up / drop offs, free breakfast club places and Supermarket voucher incentive programmes are all in addition to the strategies described above. Furthermore parents and families have access to the Kippax Food Pantry, pre-loved uniform and free access to any after school club.

Our assessments, data and observations indicated that pupil wellbeing and mental health continued to be impacted last year. The Thrive Approach has proven to be effective in supporting individuals and groups of pupils and this funding stream will continue.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Teacher release time to support staff to develop QFT through instructional coaching.
- Use of NTP funding to support pupils with low attainment in Maths (White Rose Maths).
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Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had been effective in diminishing the difference between PP and non-PP and similarly, at those activities that had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate and adjust our plan over time to secure better outcomes for pupils.