

Pupil premium strategy statement – Kestrel Mead Primary Academy.

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

School overview

Detail	Data
School name	Kestrel Mead Primary Academy
Number of pupils in school	765
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 The aims cover 3 years but we have focused on funding overview for one.
Date this statement was published	December 2025
Date on which it will be reviewed	Termly and July 2026 for 2025/2026 funding overview
Statement authorised by	Zoe Simpson (Principal)
Pupil premium lead	Ellie Newnham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,609 PLAC 10,519 EYPP 3700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,000
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	£292,828.00

Part A: Pupil premium strategy plan

Statement of intent

At Kestrel Mead we recognise that attainment is key for social mobility. Quality first teaching and a curriculum with high cultural capital lead to narrowing the disadvantaged gap.

At Kestrel Mead the offer for disadvantaged pupils encompasses curriculum and enrichment alongside removing additional barriers to learning whether these are social, emotional or academic.

We provide time for leaders to ensure quality first teaching is strong. Our monitoring and evaluation timeline enables school leaders to support high quality teaching and learning.

We fund small group sessions and 1:1 sessions completed by our Family Support Manager and Pastoral Support workers.

Our Family support manager has significant impact on children who are in receipt of PP funding. Early intervention support is also provided for families facing financial hardship who are unable to access funding as parents are students or are above the threshold for financial support. Grants are applied for; housing evidence is supported or additional school uniform supplied to remove additional barriers to education.

We subsidise educational trips and visits for all year groups and residential for year 6 to ensure all pupils access high cultural capital offer.

Challenges

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

Challenge number	Detail of challenge
1	Very low opportunities for enrichment outside of school impacting on children's experience and vocabulary. Many pupils have limited access to opportunities for enrichment outside of school, impacting on their wider experiences.
2	An attainment gap between disadvantaged and non disadvantaged pupils remains despite being narrowed; becoming more evident in the wake of the pandemic.
3	Attendance- attendance rates have not returned to school's pre-pandemic rates: persistent absence has been above national.
4	Pupils identified on the vulnerability index scale as having additional barriers, including: domestic abuse; social care involvement; domestic abuse; housing; responsibilities as young carers.

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
1- Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> -All disadvantaged pupils attend all external trips. -At least 60% of disadvantaged children attend -the year 6 residential. - All disadvantaged pupils access in school enrichment opportunities provided through visitors into school.
2- The attainment gap between disadvantaged and non disadvantaged pupils is reduced.	<ul style="list-style-type: none"> - End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged is reducing. - M&E shows that disadvantaged pupils are making good progress compared to that of non disadvantaged pupils. - SIP Focus 25-26 Close the gap for vulnerable groups: DA – engagement in learning
3- Attendance of Disadvantaged pupils will have improved.	<ul style="list-style-type: none"> - Attendance gap between disadvantaged and non-disadvantaged will reduce. - Attendance of disadvantaged pupils will be at least in line with national
4- Families access the support they need to reduce barriers to learning.	<ul style="list-style-type: none"> - Families will engage with school-based Family Support Worker and Pastoral workers leading to a reduction in social care intervention.

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)

Total Budgeted Cost: £49,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release for leaders to complete high quality monitoring and evaluation feeding into a CPD cycle which leads to high quality teaching and learning.</i>	<p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><i>Tiered approach research from EEF consider: is there a logical and well sequenced plan to sustain high quality teaching</i></p> <p><i>Having the highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Prior attainment should not set limits on our ambitions for pupils. (Durrington Research)</i></p> <p><i>A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care. (Durrington Research)</i></p> <p><i>Avoiding 'over intervention' and recognise the importance of curriculum equity.</i></p>	2

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

Total budgeted cost: £124,583

TA2 60 hours; 10hrs I3, 2x targeted TA,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted deployment of TA resources to</i>	<i>EEF Toolkit identifies:</i>	2

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<i>provide academic support across all year groups and to provide focused intervention for DA children</i>	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching assistants can provide a large positive impact on learner outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total budgeted cost £132,864 (£4000 to be equated for hardship fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding of removing barriers group team to include:</i> -Safeguarding -Behaviour Mentor -Attendance Manager	Targeted approaches to Social, Emotional learning have a positive impact on progress. (EEF). EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Working together to improve school attendance (publishing.service.gov.uk) identifies schools should build a positive relationship between home and school that can be the foundation of good attendance	1, 3, 4
<i>Funding of all curricular activities</i>	Children from low income households more than 4x more likely to miss out on social interactions. (University of Leeds 2018)	1

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<p><i>Creation of a hardship fund, providing access for all families for additional school uniform, access to additional food through school's food bank.</i></p>	<p>IDACI decile for school's two postcodes are indicate high levels of deprivation in the school's local area. However, this is not supported by the 24% of children accessing pupil premium funding.</p>	<p>4</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils:

Intended outcome	Success criteria	Impact				
Disadvantaged children have equal access to enrichment opportunities	All disadvantaged pupils attend all external trips. At least 60% of disadvantaged children attend the year 6 residential. All disadvantaged pupils access in school enrichment opportunities provided through visitors into school.	By attending all trips and enrichment opportunities there were no gaps in learning or experience for disadvantaged pupils. They experienced the same cultural capital opportunities as their peers. The attendance on the year 6 residential led to disadvantaged pupils developing independence and team building along with experiencing the same opportunities as their peers. Through creating a golden ticket offer for clubs disadvantaged pupils could access clubs and wider opportunities that they had not previously attended. 80% of children who performed at a Dance showcase came from Disadvantaged backgrounds.				
The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.	End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged will have narrowed M&E shows that	As a result of the refined PP strategy and a consistent leadership focus on DA attainment the gap is beginning to reduce. Key Stage 2 data shows the attainment gap was reduced. Comparison between the attainment with the previous academic year shows the gap reduced further in writing, maths and combined outcomes for DA pupils.				
		KS2 attainment				
		2024-2025	Reading	Writing	Maths	Combined

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	disadvantaged pupils are making good progress compared to that of non disadvantaged pupils.		EXP+	GD S	EXP+	GD S	EXP +	GD S	EXP +	GD S
		Disadvantaged	71%	38%	68%	6%	71%	18%	65%	0%
		Non-Disadvantaged (NAT)	80	33%	78%	16%	79%	29%	67%	10%
		Gap 2024	7%	9%	19%	0%	15%	20%	17%	10%
		Gap 2025	9%	+5%	10%	10%	8%	11%	2%	0%
		<p>Internal data analysis showed that: Writing gap was reduced was reduced for DA pupils in year 2, 3,4 and 5. Reading gap was reduced in years 1 and 4. Maths gap was reduced in years 1,3 and 4.</p>								
Attendance of Disadvantaged pupils will have improved.	Attendance gap between disadvantaged and non-disadvantaged will reduce.	<p>Through a pupil level approach to improving attendance DA pupils were identified in a timely way. More rapid interventions including rewards, meetings and referrals lead to DA pupil attendance of 93% for the academic year 24-25 and the gap continuing to close between attendance of DA pupils and those who are not.</p> <p>22/23 2.4% 23/24 2.1% 24/25 1.6%</p>								
Families access the support they need to reduce barriers to learning.	Families will engage with school-based Family Support Worker and Pastoral workers leading to a reduction in social care intervention.	<p>High caseload for family support evident in data dashboard indicates that 102 families were receiving family support through the school family support manager. This is a 25% increase from the previous academic year. This increase in engagement resulted in more focused work completed with families; including housing applications, grant applications, domestic abuse support and household fund applications.</p> <p>Access to this wider support enabled families to sustain their circumstances reducing the need for early intervention.</p> <p>In addition to the family support, 60% of pupils accessing pastoral support groups were DA pupils.</p>								

