Keyworth Primary and Nursery School's Pupil premium strategy statement 2025-2028

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	Keyworth Primary and Nursery School
Number of pupils in school	
1	62 (41%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/2026; 2026/2027; 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr P Cresswell
Pupil premium lead	Mrs Gemma King
Governor / Trustee lead	Mr N Seller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111527.63
Recovery premium funding allocation this academic year	n/a
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	£111527.63

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or barriers, make strong progress and achieve highly across all subjects. Central to this is the development of secure early reading skills, so that every child becomes a confident, fluent reader with a love of reading. The focus of our pupil premium strategy is to ensure disadvantaged pupils achieve this goal, including those who are already high attainers, so that outcomes for this group are consistently in line with, or better than, their peers nationally.

We recognise the additional challenges faced by vulnerable pupils, including those with a social worker or young carers, and our approach is designed to support them too, whether or not they are disadvantaged.

High-quality teaching is at the heart of our strategy, in line with evidence from the EEF and the DfE's menu of approaches. We prioritise early reading and continued reading development across the curriculum, as this underpins access to all areas of learning. We also focus on the areas where disadvantaged pupils need the most support, while ensuring all pupils benefit from these improvements.

Our strategy is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment. To ensure it is effective, we will:

- ensure disadvantaged pupils are consistently challenged in the work they are set
- prioritise high-quality phonics teaching, systematic early reading interventions, and a rich culture of reading across the school
- intervene early when gaps in learning, particularly in reading, or in wellbeing are identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve
- rigorously track the progress of all pupils, especially in reading, to monitor the impact of interventions
- ensure all children, including disadvantaged pupils, have equal access to enrichment opportunities such as educational visits and music lessons
- monitor attendance carefully and work with parents to ensure disadvantaged pupils' attendance is at least in line with their peers, recognising that strong attendance is essential for progress in reading and learning

- strengthen partnerships with families through a dedicated pastoral lead, providing targeted support, guidance and engagement so that parents are fully equipped to help their children succeed in school and beyond

Through this strategy, we aim to diminish the difference between disadvantaged and non-disadvantaged pupils, so that no child's outcomes are limited by disadvantage and every pupil leaves our school as a confident reader, well-prepared for the next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	**Oral language and vocabulary development** Assessments, observations, and pupil discussions show that many disadvantaged pupils have under-developed oral language skills and vocabulary gaps, evident from Reception and continuing into KS2. These gaps limit access to the wider curriculum.
2	**Phonics and early reading** On entry to school, baseline assessments show that disadvantaged pupils often have lower levels of speech and language. This early gap impacts phonological awareness and vocabulary development. As a result, disadvantaged pupils are more likely to struggle with phonics, which hinders early reading and contributes to weaker fluency and comprehension as they progress through school.
3	**Mathematics attainment, particularly fluency** Assessment and monitoring data show a significant attainment gap between disadvantaged and non-disadvantaged pupils in mathematics, particularly in recall and fluency, which affects their ability to reason and apply maths at the end of KS2.
4	**Social, emotional and mental health (SEMH) needs** A higher proportion of disadvantaged pupils require support for SEMH difficulties, as evidenced by referrals to external agencies and support within school. These challenges affect engagement, resilience and readiness to learn.
5	**Attendance** Disadvantaged pupils' attendance is below that of their peers and national figures, with recent data showing 7% absence for disadvantaged pupils compared with 5.3% for all pupils (2022). Persistent absence is disproportionately high for disadvantaged pupils, which limits learning time and contributes to attainment gaps.
6	**Parental engagement** Engagement with school among parents and carers of disadvantaged pupils is inconsistent. While many work closely with the school, others are harder to reach. This variability reduces opportunities for home–school collaboration, limits the impact of learning at home (particularly reading), and makes it harder to address attendance and wellbeing issues swiftly.

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 oral language and vocabulary among disadvantaged pupils, particularly in the Early Years and KS1	Assessments and observations show significantly improved oral language. This is triangulated through engagement in lessons, book scrutiny, and ongoing formative assessment, with fewer disadvantaged pupils identified with language delay on entry.
Improved phonics and early reading attainment for disadvantaged pupils	The proportion of disadvantaged pupils achieving the expected standard in phonics screening matches or exceeds national figures, and internal data shows accelerated progress in reading fluency and comprehension.
Improved attainment in Reading, Writing and Maths for disadvantaged pupils at the end of KS2	SATs outcomes show disadvantaged pupils attaining in line with national disadvantaged pupils and the attainment gap with non-disadvantaged peers narrows year on year.
Improved wellbeing and enrichment for disadvantaged pupils	By 2028, sustained high levels of wellbeing demonstrated by: • qualitative evidence from pupil and parent voice, surveys, and teacher observations • a significant increase in disadvantaged pupils' participation in enrichment activities (clubs, trips, music).
Increased parental engagement, supported by a dedicated pastoral lead	Measured through: • higher attendance at parents' evenings and school events • increased completion of parent surveys • stronger evidence of parents supporting reading and learning at home.
Improved attendance for disadvantaged pupils	Disadvantaged pupils' attendance continues to improve and remains above that of disadvantaged pupils nationally. It closes to be less than 1% below national for all pupils. Persistent Absence for disadvantaged is below PA for disadvantaged pupils nationally and is closing to be closer to PA for all pupils nationally.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver RWI consistently in partnership with the Reading Hub.	There is strong evidence base that systematic synthetic phonics improves early literacy and language skills. See [EEFPhonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics).	1,2
Deliver Talk for Writing consistently in partnership with the T4W consultant.	Talk for Writing enables children to imitate language orally before analysing and writing. See [Talk for Writing evidence](https://www.talk4writing.com/about/).	1,2
Embed the teaching of Mastering Number in EYFS, KS1 and lower KS2.	Builds number sense and fluency. See [NCETM Mastering Number](https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/).	3
Enhancement of our maths and English teaching through regular CPD.	High-quality CPD strengthens fidelity to chosen programmes and improves quality of teaching.	1,2,3
Embed retrieval practice and knowledge organisers across the curriculum.	Retrieval and spaced practice reduce cognitive overload and secure long-term memory. See [Rosenshine's Principles] (https://teacherofsci.com/rosenshines-principles/).	1–3
SENCO with 2 dedicated days weekly.	Provides expert oversight of provision for SEND pupils, ensuring disadvantaged SEND children receive tailored support.	1–4

Embed Jigsaw PSHE across the school.	EEF evidence links SEL to improved outcomes. See [EEF Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning).	4,5

Total budgeted cost: £36,603.94

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language sessions for identified pupils across the school.	Oral language interventions positively impact attainment. See [EEF Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions).	1,2
Employ a phonics tutor 3 afternoons per week to deliver 1:1 sessions.	Daily keep-up support secures GPC knowledge and fluency.	1,2
Additional phonics groups for pupils in R–Y3 as required.	Targeted phonics interventions are most effective when frequent and sustained.	1,2
Teachers deliver short, targeted interventions during assembly times.	Efficient use of the day for reading, writing and maths gaps.	1,2,3
KS2 Reading Fluency interventions (repeated oral reading, prosody work).	Improves comprehension and fluency.	1,2
Reading club (8:30am start).	Builds reading stamina and punctuality.	1,2,5

Metacognitive strategies, scaffolding, pre-teaching and feedback groups.	EEF evidence shows these accelerate progress. See [EEF Metacognition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation).	1–3
DART (Drugs Abuse Resistance Training) programme.	Provides targeted support for SEND pupils to access learning and build independence.	1–4
Small-group ELSA sessions.	Supports SEMH needs, building resilience and regulation.	4

Total budgeted cost: £38,891.69

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead (0.6 FTE) focused on attendance and parental engagement.	Provides capacity to work with families, run workshops, and improve attendance.	5,6
Use of NCC 'Attend' framework.	Structured approach to addressing persistent absence. See [NCC Attend Framework](https://www.nottinghamshire.gov.uk/education/school-attendance/).	5
SLT member liaises with governors and Trust to monitor attendance plan.	Adds strategic oversight and accountability for attendance improvement.	5
TA-led structured play and emotional regulation activities at lunchtime.	Promotes positive behaviour, reduces incidents, and supports SEMH.	4
AREP (Anti-Racist Education Programme).	Builds inclusion and belonging.	4,6
Mentoring link with local youth club.	Provides role models and supports wellbeing for vulnerable pupils.	4,6

Bikeability and enrichment (music, residentials, clubs).	Ensures access to enrichment, confidence and aspiration.	4,6

Total budgeted cost: £36,032.01

Overall Total Expenditure

Grand Total: £111,527.64

Part B: Review of outcomes in 2025-2026

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic years.

Intended outcome	Success criteria
Improved oral language and vocabulary among disadvantaged pupils, particularly in the Early Years and KS1	Assessments and observations show significantly improved oral language. This is triangulated through engagement in lessons, book scrutiny, and ongoing formative assessment, with fewer disadvantaged pupils identified with language delay on entry.

JULY 2026 REVIEW. **PARTIALLY MET.** Language and communication remained a significant area of need for disadvantaged pupils. Of the three disadvantaged Reception pupils present throughout 2025/26, one achieved the expected standard in both Communication and Language ELGs; two remained emerging. A fourth disadvantaged pupil returned only in Summer 2 and is therefore not a reliable measure of the impact of provision across the year.

Longitudinal analysis into KS1 shows a mixed but improving picture. In Year 1, of the five disadvantaged pupils who had been Emerging at EYFSP, two were on track in reading by Summer 2026 and one was just below, while two remained below. In Year 2, three of eight disadvantaged pupils were on track in reading and one was just below; three remained below and one had no end-point data. Analysis of individual pupils indicates that some children with weaker early language starting points subsequently reached age-related expectations in reading, although those with the weakest early language were more likely to remain below expectations. **Early language therefore remains a significant barrier to later reading success and a continuing priority.**

Intended outcome	Success criteria
Improved phonics and early reading attainment for disadvantaged pupils	The proportion of disadvantaged pupils achieving the expected standard in phonics screening matches or exceeds national figures, and internal data shows accelerated progress in reading fluency and comprehension.

JULY 2026 REVIEW. **PARTIALLY MET.** Year 1 phonics outcomes for disadvantaged pupils were below the intended standard: 3 of 6 pupils (50%) met the expected standard, compared with 88% in 2025 and below the latest available national disadvantaged figure. The cohort had significant overlapping need, with five of the six pupils either on SEN Support or being monitored for SEND.

There was nevertheless clear evidence of phonics progress during the year. Five of the six pupils improved their scores between the Christmas assessment and the statutory

check; the three pupils who passed improved from **26 to 38, 22 to 34 and 31 to 37**. The pupils who did not meet the standard scored **16, 4 and 0**, indicating substantial remaining gaps rather than narrow misses.

Wider reading progress was less consistent. In Year 1, the three disadvantaged pupils below expectations at Autumn 2 remained below at Summer 2, while two of the three initially on track remained on track. In Year 2, **3 of 8 disadvantaged pupils were on track in reading, one was just below and three remained below** (one had no end-point data). Phonics knowledge improved for most Year 1 pupils, but this had not yet translated consistently into secure wider reading attainment. **Early reading, particularly for disadvantaged pupils with SEND or emerging SEND, therefore remains a priority.**

Intended outcome	Success criteria
Improved attainment in Reading, Writing and Maths for disadvantaged pupils at the end of KS2	SATs outcomes show disadvantaged pupils attaining in line with national disadvantaged pupils and the attainment gap with non-disadvantaged peers narrows year on year.

JULY 2026 REVIEW. **NOT MET.** Disadvantaged attainment at the end of KS2 was below the intended outcome. In 2026, **20% achieved the expected standard in Reading, 50% in Writing, 13% in Maths and 7% in Reading, Writing and Maths combined**. These outcomes were substantially weaker than those of previous Year 6 cohorts, including disadvantaged outcomes in 2025, when 56% achieved EXS in Reading, 56% in Writing, 44% in Maths and 33% in RWM combined.

The gap with non-disadvantaged pupils widened rather than narrowed. In 2026, non-disadvantaged attainment was approximately **86% in Reading, 86% in Writing, 79% in Maths and 71% in RWM combined**, compared with 20%, 50%, 13% and 7% respectively for disadvantaged pupils. This was also an atypically weak Year 6 cohort overall: whole-cohort outcomes fell to **52% Reading, 67% Writing, 45% Maths and 38% RWM combined**, compared with 75%, 70%, 75% and 60% respectively in 2025.

The cohort had significant and longstanding additional need. Historic assessment information shows that many disadvantaged pupils had been below age-related expectations for several years, particularly in Reading and Maths, and **6 of the 16 disadvantaged pupils had formal SEND**. SEND contributed to the overall picture, but underachievement was not confined to pupils with SEND: among disadvantaged pupils without identified SEND, only **20% reached EXS in Reading and Maths**, although Writing was stronger at **60%**.

The 2026 national disadvantaged KS2 figures were not available at the time of this review, so that element of the success criterion cannot yet be evaluated against the final national benchmark. Nevertheless, the in-school attainment gap widened and outcomes were not sufficiently strong. **Improving Reading and Maths attainment for disadvantaged pupils, including but not limited to those with SEND, therefore remains a significant priority.**

Intended outcome	Success criteria
Improved wellbeing and enrichment for disadvantaged pupils	By 2028, sustained high levels of wellbeing demonstrated by: • qualitative evidence from pupil and parent voice, surveys, and teacher observations • a significant increase in disadvantaged pupils' participation in enrichment activities (clubs, trips, music).

JULY 2026 REVIEW. **PARTIALLY MET.** The school continued to provide a broad range of enrichment opportunities and pastoral support during 2025/26, but the evidence collected was not sufficiently disaggregated to evaluate the impact on disadvantaged pupils with the required rigour. Whole-school parent survey evidence provides useful contextual information about wellbeing, but it cannot be used to demonstrate outcomes specifically for disadvantaged pupils.

As this is a three-year strategy, this will be a specific evaluation priority for 2026/27. The school will strengthen its monitoring so that participation in clubs, trips, music and other enrichment activities is routinely analysed for disadvantaged pupils, alongside more systematic pupil and parent voice and relevant pastoral evidence. This will allow leaders to judge both participation and impact more securely at the next annual review.

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils	Disadvantaged pupils' attendance continues to improve and remains above that of disadvantaged pupils nationally. It closes to be less than 1% below national for all pupils. Persistent Absence for disadvantaged is below PA for disadvantaged pupils nationally and is closing to be closer to PA for all pupils nationally.

JULY 2026 REVIEW. **PARTIALLY MET.** Attendance for disadvantaged pupils remained above the national disadvantaged comparator. FSM6 attendance was **93.0% in 2025/26**, compared with **92.0% nationally**. This sustained the improvement achieved in 2024/25, when FSM attendance had risen from **92.4% to 93.0%** and was also above the national FSM figure. However, the gap with all pupils in school remains wider than intended: disadvantaged attendance was **2.0 percentage points below** the school rate of 95.0%, rather than within the target of 1%.

Persistent absence for disadvantaged pupils was **23.9% (16 of 67 pupils)**, better than the national disadvantaged comparator of **27.3%**. However, this remains substantially higher than the school's all-pupil PA rate of **14.3%**. **Attendance therefore remains a priority, with continued focus required on reducing persistent absence and narrowing the in-school disadvantage gap.**

Intended outcome	Success criteria
Increased parental engagement, supported by a dedicated pastoral lead	Measured through: • higher attendance at parents' evenings and school events • increased completion of parent surveys • stronger evidence of parents supporting reading and learning at home.
JULY 2026 REVIEW. **PARTIALLY MET.** A dedicated pastoral lead has strengthened the school's capacity to work with families, particularly around attendance, wellbeing and access to support. However, the school does not yet hold sufficiently systematic data to demonstrate whether parental engagement has increased specifically for disadvantaged families across parents' evenings, school events, survey participation or support for reading and learning at home. This will be a specific monitoring priority in 2026/27. Attendance at key parental events, survey responses and targeted family-engagement activity will be tracked by disadvantage so that the impact of the pastoral lead can be evaluated more securely at the next annual review.	