

Kings Heath Primary School pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kings Heath Primary School
Number of pupils in school	643
Proportion (%) of pupil premium eligible pupils	2024: 155 pupils 23% (+1.8%) 2025: 182 28% (+5%)
Academic year/years that our current pupil premium strategy plan covers	3 years 2025/26- 2028/29
Date this statement was published	8.12.25
Date on which it will be reviewed	21.10.26
Statement authorised by	Claire Spencer
Pupil premium lead	Mark Court
Governor / Trustee lead	Danny Beusch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235620
School led funding	£0
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	TOTAL £235620

Part A: Pupil premium strategy plan

Statement of intent

At Kings Heath Primary, we nurture Ambition, Achievement, Respect and Happiness for every child. We strive to provide the highest-quality education and holistic support for all, including our disadvantaged pupils. PP funding is used to remove barriers, close attainment gaps, and ensure pupils thrive academically, socially, and emotionally.

A high proportion of disadvantaged pupils at Kings Heath Primary have identified SEND needs (49%) and/or have had experience of the care system. Consequently, we have given consideration to the challenges faced by our SEND pupils and pupils known to or previously known to social care.

Quality First Teaching (QFT) lies at the heart of the approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap.

Our primary objectives for utilising the Pupil Premium funding include:

1. Raising attainment. We aim to improve the academic attainment of pupils eligible for Pupil Premium funding across all subjects and year groups.
2. Closing the Achievement Gap: We are dedicated to reducing the gap in achievement between disadvantaged pupils and their peers.
3. Holistic Support: We will provide holistic support to pupils, addressing not only academic needs but also social, emotional, attendance and mental health aspects to ensure their overall well-being.

To achieve these objectives, we will implement the following strategies:

1. Quality Teaching and Learning: We will invest in high-quality teaching practices, personalized learning approaches, and targeted interventions to meet the specific needs of disadvantaged pupils.
2. Enhanced Support: Additional teaching and support staff will be employed to provide small-group or one-to-one interventions for pupils who require extra assistance.
3. Enrichment Activities: We will offer a range of extracurricular and enrichment activities to enhance pupils' experiences and broaden their skill sets.
4. Parental Engagement: We will actively involve parents/carers in their child's education, providing support and guidance to help them support their child's learning at home.
5. Monitoring and Evaluation: Regular tracking and assessment of the impact of interventions will be conducted to ensure their effectiveness and make adjustments as necessary.

We are committed to transparency and accountability in the use of Pupil Premium funding. As such, we will publish an annual report detailing how the funding has been utilized, the impact it has made, and our future plans.

At Kings Heath Primary we are dedicated to ensuring that every pupil, regardless of their background, receives the support they need to thrive academically and personally. The Pupil Premium funding plays a crucial role in our efforts to create an inclusive and supportive learning environment for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils at Kings Heath Primary typically achieve lower academic outcomes than their peers, with the widest gaps evident in writing. School assessments, book looks and pupil discussions highlight persistent barriers in key writing skills, including spelling, handwriting, sentence construction, cohesion, vocabulary choice, and writing stamina.</p> <p>Many disadvantaged pupils find it difficult to generate, organise and sustain high-quality written work, which limits their ability to meet age-related expectations across the curriculum. These challenges contribute significantly to lower writing outcomes for disadvantaged pupils, particularly by the end of KS2.</p>
2	A significant proportion of the disadvantaged pupils in our school have Special Educational Needs. 41% of our disadvantaged pupils are on the SEND register.
3	Attendance trends over the last three years indicate that disadvantaged pupils attend less well than their peers. Due to absence, disadvantaged pupils are missing quality first teaching and planned interventions which impacts their progress and attainment.
4	School assessments, observations and discussions with pupils and families have identified social and emotional needs for a range of pupils including pupils in receipt of the pupil premium grant. Some pupils behaviour and behaviours for learning impede their progress at school.
5	Whilst there are a number of enrichment opportunities offered by the school, the uptake from pupils in receipt of the pupil premium grant is low.
6	A proportion of the disadvantaged pupils in our school are Looked after Children (LAC) or Post Looked After Children (PLAC) (9% of all disadvantaged pupils). Early life trauma has multiple and challenging effects on emotional, behavioural and academic development.

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	
		Area	PP Target
1	Improve outcomes for disadvantaged pupils in ELG, phonics and KS2 tests.	EYFS	65%
		Phonics Y1	65%
		KS2 RWM	50%
2	Improve progress and attainment of SEND pupils who are also disadvantaged.	EXE or above	PP Target
		SEND + PP	40%
3	Improve and sustain attendance for disadvantaged pupils	Attendance rates	Target
		PP Y1-6	96%
4	Improve and sustain emotional resilience and behaviours for learning for disadvantaged pupils. Tier 3 behaviour incidents reduce as a result. Exit data taken from pupil behaviour survey demonstrates an increase of pupils who feel safe within school.	Behaviour Tier 3+ referrals	Target
		PP	20

5	Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world. Raise aspirations for disadvantaged pupils. Uptake of clubs is defined by the number of pupils who attend a club for more than three weeks.	Uptake	Target
		PP	35% of attendees will be PP pupil eligible pupils
6	Improve and sustain attendance and outcomes for LAC/PLAC pupils	EXE or above	Target
		LAC/PLAC	50%
		Attendance rates	Target
		LAC/PLAC	96%

Activity in this academic year 2025-2026

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Professional Development <ul style="list-style-type: none"> Targeted and bespoke CPD focused on high-quality writing instruction, including modelling, shared writing, sentence construction, and purposeful grammar teaching. Feedback-specific CPD with a focus on developing effective writing feedback, improving pupils' ability to revise, edit and improve written work. 	High Quality Teaching EEF EEF Feedback	1,2, 6
<ul style="list-style-type: none"> Use Walkthrus to embed consistent, high-quality strategies that directly enhance writing, including explicit instruction, scaffolding, guided practice, and cognitive apprenticeship approaches in writing lessons. 	High Quality Teaching EEF	1,2,4, 6
<ul style="list-style-type: none"> Consolidate and embed metacognitive strategies with a focus on supporting pupils through the writing process: planning, drafting, revising, redrafting and evaluating their writing. Align metacognitive routines with the revised behaviour policy to improve writing stamina, perseverance and independence. 	EEF Metacognition Guidance	1,2,3,4
<ul style="list-style-type: none"> Strengthen the consistency and progression of writing across EYFS–KS2, ensuring explicit instruction in spelling, handwriting, vocabulary, and grammar. Ensure all phases use aligned writing models, success criteria and worked examples to support disadvantaged pupils. 	EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 DFE Writing Framework	1,2,6

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted Phonics Tutoring for KS2 (Catch-Up) 	EEF Making best use of Teaching Assistants DFE Writing Framework	1,2,6
<ul style="list-style-type: none"> KS2 Writing Conferencing (1:1 or 1:2) 	EEF small group tuition DFE Writing Framework EEF Feedback	1,2,6
<ul style="list-style-type: none"> Use digital assessment tools to identify specific gaps in pupils' writing (e.g., spelling patterns, grammar accuracy, sentence construction, handwriting fluency) and provide targeted, responsive teaching based on this information. 	Using Digital Technology to Improve Learning	1,2,6

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

Budgeted cost: £85,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor support, including:</p> <ul style="list-style-type: none"> targeted attendance work for PP and LAC/PLAC pupils daily check-ins, mentoring and behaviour coaching structured parent engagement to improve routines, boundaries and readiness for learning 	EEF Attendance Interventions DFE Working Together to Improve School Attendance	1,2,3,4,5,6
<p>Development of regulation and wellbeing environments to support emotional resilience and behaviour for learning. This includes:</p> <ul style="list-style-type: none"> visual aids, self-regulation prompts, emotion coaching posters safe spaces and calm areas in classrooms access to 'calm-down kits' and sensory supports for pupils with high SEMH needs <p>Counselling and therapeutic support</p> <ul style="list-style-type: none"> commissioned counselling services for identified PP pupils internal nurture-based interventions to address anxiety, trauma and attachment needs <p>Lunchtime review</p> <ul style="list-style-type: none"> improving the lunchtime environment, social play, and behaviour outdoors 	EEF Improving Social and Emotional Learning in Primary Schools EEF Behaviour interventions	1,2,3,4,5,6
<p>Enrichment and cultural capital offer, subsidised for all PP pupils (50%). This includes:</p> <ul style="list-style-type: none"> educational visits, residentials, museums and cultural experiences participation in extracurricular clubs (sports, arts, STEM, music, performance) structured support for PP pupils to maintain consistent attendance at clubs (minimum 3 weeks+) 	EEF Outdoor Learning EEF Arts Participation EEF Physical Activity	1,2,3,4,5,6
<p>Contingency fund for acute issues</p> <ul style="list-style-type: none"> Short-term financial, pastoral or emergency support in response to unforeseen need 	Schools with strong PP outcomes maintain small, flexible contingency funding	All

<ul style="list-style-type: none"> • Ensures no PP pupil misses learning or enrichment opportunities due to cost, crisis or instability 		
<p>Beacon Behaviour Support</p> <ul style="list-style-type: none"> – behaviour and SEMH support & staff training • specialist support for pupils with SEL/behaviour needs • professional development for staff on trauma-informed practice, de-escalation, and inclusion • co-produced personalised behaviour plans for high-need PP/SEND pupils • Behaviour support for parents through 2x workshops 	EEF Behaviour interventions	1,2,3,4,5,6

Total budgeted cost: £ 235620

Part B: Review of the previous academic year

Outcome 1: Improve outcomes for disadvantaged pupils in ELG, phonics and KS2 tests.

End of KS2 results for attainment:							
KS2 SATS Combined	2021-2022	2022-2023	2023-2024	2024-2025	Difference school data 2021-2025	B'ham data 2025	National data 2025
All pupils	53.1	64.2	64%	65%	+11.9	61%	62%
PP	16.7	47.8	48%	39%	+22.3	54%	NP
Non-PP	61.5	69.4	63%	73%	+11.5	68%	NP

EYFS Good Level of Development (GLD)							
EYFS GLD	2021-2022	2022-2023	2023-2024	2024-2025	Difference 2021-2025	B'ham data 2025	National data 2025
All pupils	66.2%	69.7%	71%	75%	+8.8	66%	68%
PP	46.2%	50%	44%	59%	+12.8	59%	NP
Non-PP	70.3%	74.2%	76%	82%	+11.7	70%	NP

Year 1 eligible pupils							
Y1 Phonics	2021-2022	2022-2023	2023-2024	2024-2025	Difference 2021-2025	B'ham data 2025	National data 2025
All pupils	80%	87.5%	91.2%	85%	+5	79%	80%
PP	53.8%	68.2%	85%	64%	+10.2	75%	67%
Non-PP	84.4%	93.9%	92%	91%	+6.6	84%	84%

Eligible pupils at end of Key Stage 1							
Y2 Phonics	2021-2022	2022-2023	2023-2024	2024-2025	Difference 2021-2025	B'ham data 2025	National data 2025
All pupils	87.8%	92%	94%	96%	+8.2	88%	89%
PP	77.3%	87.5%	92%	96%	+18.7	85%	81%
Non-PP	91.2%	93.1%	95%	97%	+5.8	91%	92%

Outcome 2: Improve progress and attainment of SEND pupils who are also disadvantaged.

EXE or above	Attainment R,W,M Y1-6	PP Target
SEND + PP	35%	40%

Outcome 3: Improve and sustain attendance for disadvantaged pupils

Aim: Pupil's attendance is in line with national figures. PA is below national figures and pupils attend school on time.

Overall attendance in 2024/25 was higher than the preceding years at 95%, it was also slightly higher than the national average. Gaps between disadvantaged pupils and their peers remain but have diminished.

Attendance Rates	2021-2022	2022-2023	2023-2024	2024-2025	Difference 2021-2025
All pupils	92.66%	93.95%	94%	95%	+2.34
PP	88.9%	90.75%	92%	93%	+4.1
Non-PP	93.6%	95.15%	95%	96%	+2.4

Outcome 4: Improve and sustain emotional resilience and behaviours for learning for disadvantaged pupils.

Behaviour referrals (reflection data)	Behaviour referrals	Target
PP	20	25

Outcome 5: Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world. Raise aspirations for disadvantaged pupils.

Uptake	Actual uptake	Target
PP	35%	30% PP pupil attendance

Outcome 6: Improve and sustain attendance and outcomes for LAC/PLAC pupil

EXE or above RWM combined	Outcome	Target
LAC/PLAC	35%	50%
Attendance rates		Target
LAC/PLAC	92%	96%

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
Talk for Writing	St Matthews/Talk for writing training
Little Wandle	Little Wandle Letters and Sounds
Walkthrus	Tom Sherrington
NCETM Mastery Mathematics	NCETM
Subject Leadership Development Days	Birmingham Education Partnership