

Kilmore 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	Kilmore Primary School
Number of pupils in school	617 (inc. 30 nursery)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Dennis Irwin
Pupil premium lead	Dennis Irwin
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,060
Recovery premium funding allocation this academic year	
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	£124,060

Part A: Pupil premium strategy plan

Statement of Intent

Our aim is to ensure all pupils, regardless of background, achieve high attainment and progress. We focus on high-quality teaching, targeted interventions, and wider strategies to close the attainment gap.

We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone.

Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria; and is our stated aim to ensure that a child's chances of success are not related to his or her socio-economic background, gender or ethnicity

The school seeks to ensure effective use of its Pupil Premium funding narrows the attainment gap for our most disadvantaged and vulnerable pupils. This may at times include children who are not entitled to Pupil Premium, such as children from families with no recourse to public funds or sit just below the threshold. We recognise that barriers to achievement take a variety of forms and look for ways to support each child to achieve their very best.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

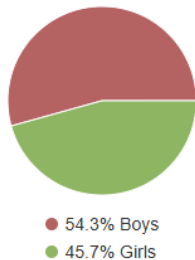
All levels of leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. Pupil premium outcomes compared to other pupils in school are regularly evaluated to ensure the correct strategies and provision are in place and adapted accordingly. We want our pupil premium students to achieve well through a bespoke package of support.

Demographics of Kilmore Primary School

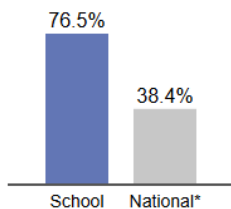
2025-2026: 81 Pupils (who are disadvantaged)

Print

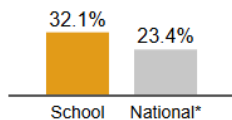
Gender



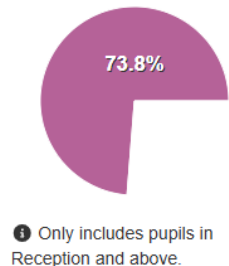
Minority Ethnic Background



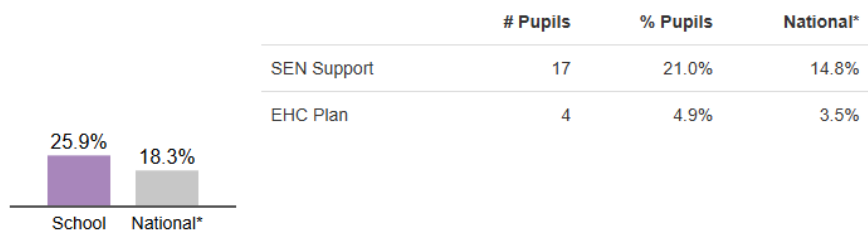
EAL



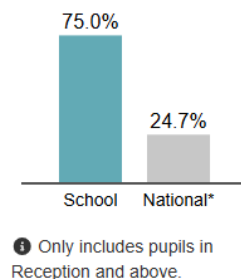
Homegrown Pupils



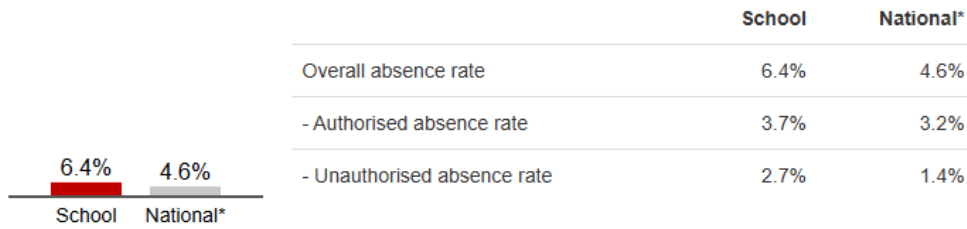
Pupils with SEND



Free School Meals

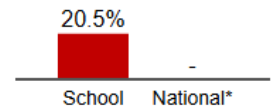


Absence Rates



i School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

Persistent Absence



i Percentage of compulsory school age pupils who miss 10% or more sessions

Year Groups



	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Nursery 2	1	1	0	0	1	0	0	0	30.8%
Reception	7	2	5	1	0	6	0	0	9.6%
Year 1	8	5	3	2	2	6	1	1	11.6%
Year 2	13	8	5	7	7	9	3	2	6.0%
Year 3	13	8	5	3	7	11	1	1	6.1%
Year 4	11	5	6	3	4	7	3	0	2.1%
Year 5	19	10	9	8	10	14	6	0	5.7%
Year 6	9	5	4	2	3	7	3	0	10.0%

Challenges

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

Challenge number	Detail of challenge
1	Limited experiences outside school affects children's vocabulary and wider understanding of abstract concepts have impacted on children's progress and attainment across the curriculum, particularly writing.
2	A lack of self-confidence and self-belief have affected resilience and aspiration and heightened anxiety.
3	Attendance rates for pupils eligible for PP are lower than children who are not eligible for PP. In addition, there is a significant difference in persistent absence between children eligible for PP and those who are not. This reduces their school hours and causes them to fall behind on average. They are also missing out on school meals.
4	Some parents find it difficult to support their children in their learning.
5	Kilmore's Pupil Premium children have, when compared to the non-pupil premium pupils, a higher percentage of pupils from a global majority background, have a higher percentage of EAL, a higher percentage are SEND. There is a higher percentage of pupils who are eligible for PP who are not 'homegrown.'

Intended Outcomes & Success Criteria

Intended Outcome	Success Criteria
Improve reading attainment	PP pupils meet/exceed national average in KS2 reading
Increase attendance	PP attendance \geq 95%
Enhance language development	EYFS PP pupils achieve GLD in communication & language Increase in PP pupils in Year 1 achieve PSC
Support wellbeing	Reduction in behaviour incidents for PP pupils

Activity This Academic Year

Approach	Evidence	Cost
Quality First Teaching: CPD on phonics, writing, maths	EEF: High-quality teaching has greatest impact	£36500
Targeted Support: Small-group tutoring for reading	EEF: Small-group tuition (+4 months progress)	£13000

Speech & Language Programme	EEF: Oral language interventions (+6 months)	£7499
Attendance Support: Pastoral Care Manager	EEF: Parental engagement improves outcomes	£64000
Enrichment Subsidy: Trips & clubs	Builds cultural capital	£3000

Activity in this academic year and

This details how we intend to spend our pupil premium (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
Developing and broadening the capacity for the school to ensure that oracy becomes embedded across the curriculum	<p>EEF states that Continuing Professional Development (CPD) is key to raising the quality of teaching and teacher knowledge.</p> <p>Empowering effective leadership within the subjects (oracy, English and maths) will lead to improvement within the classroom and become a driver for wider school improvement</p>	1,2
Use of resources and scaffolds to support vocabulary development		1,2
Increase service level agreements with SEN agencies to target PP children and to support CPD		1,2,4
Focused support for EAL pupils.		1,2,4
Staff CPD on: Metacognition, Behaviour as communication, Identity, Diversity and well-being (supporting children with anxieties)	<p>Recent research commissioned by Lewisham Learning concluded that Black students, particularly Black Caribbean students, were underachieving. It found that primary school children between ages 7 to 11 and secondary school pupils aged 14 to 16 had fallen behind the most.</p> <p>Analysis of PP cohort indicate that BAME children are over-represented within the cohort.</p>	1,2,4
A focus on diversity in the school. Pupil Parliament, Diversity Working Group, Curriculum review, all used to develop provision.		1,2,4

	EEF states that Continuing Professional Development (CPD) is key to raising the quality of teaching and teacher knowledge	
		1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for writing</p> <p>1:1 reading</p> <p>Small group interventions for reading fluency, vocabulary development and comprehension</p> <p>Small group work with SEN T and L Assistant</p> <p>Speech and language support</p>	<p>Educational Endowment Funding states that support is often based on a clearly specified approach with teaching assistants who have been trained to deliver interventions.</p>	1,2
<p>1 to 1 and small group work with pastoral care manager / Learning and Behaviour Mentor (ELSA) to reflect on learning, difficulties and choices to improve engagement, attainment and progress of pupils with barriers to learning</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. <i>The EEF Toolkit</i></p>	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted enrichment, including:</p> <p>Subsidised or free instrument lessons</p> <p>Heavily subsidised or free enrichment clubs</p> <p>Subsidised or free trips, including school journey for Y4 and Y6</p> <p>Targeted booster clubs</p>	<p>Enrichment: Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (eg, improving maths by playing chess); develop children's character (eg, their motivation or resilience); or pursue wider goals because these are held to be important. At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interest in.</p> <p>The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. The study, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not. The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.</p>	1,2,3
Close monitoring of weekly attendance by school-based Attendance & Welfare Officer (AWO)	<p>The most recent MIME shows that Overall Absence in 2022-23 (Autumn and Spring) was 4.8%.</p> <p>Disadvantaged overall absence was 6.9%.</p>	1,2,3,4

<p>Daily well-being calls for any unexplained absence</p> <p>Highlighting of the importance of good attendance and the impact of even short amounts of time out of school to the wider school community.</p> <p>Support form LA AWO</p>	<p>Picking up absence early is key to families accessing support and to school identifying where the needs lay.</p> <p>Use of LA to work with hard-to-reach families.</p> <p>Providing positive and supportive space within school will remove barriers for target families in engaging with the school.</p> <p>Engaging parents and wider community about benefits of good attendance will foster a more positive reaction than a punitive approach.</p>	
<p>Parent workshops on specific areas of the curriculum – including dyslexia, dyscalculia workshop</p> <p>Online programmes that can be accessed at home /school</p> <p>Resources and approaches adapted to support parents</p> <p>School community events</p>	<p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. Aston, H. and Grayson, H. (2013). Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. Slough and Oxford: NFER and Oxford University Press</p>	1,2,3,4

Monitoring & Review

- Data Collection: Termly assessment data, attendance reports, behaviour logs reviewed regularly.
- Staff Accountability: Teachers complete PP progress reports; SENCo and PP lead meet fortnightly; SLT observations.
- Governor Oversight: PP link governor receives termly updates; strategy reviewed twice yearly.
- Impact Evaluation: Compare PP attainment against national benchmarks; evaluate cost-effectiveness using EEF guidance.
- Stakeholder Feedback: Parent/carers feedback annually; pupil voice surveys termly to assess engagement and wellbeing.

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 2023 to 2024 academic year.

Assessment	Dis-advantaged	Non-disadvantaged
EYFS - GLD	25% (4)	75% (75 children)
Year 1 Phonics	25% (4)	64% (85)
Achieving phonics by the end of year 2	92% (12)	95% (74)
Year 4 MTC	47% (21% achieving 25) (19)	84% (40%achieving 25) (62)
Year 6 Reading	67% 46% (21)	88% (69)
Year 6 Writing	52% (13)	84% (69)
Year 6 Maths	71% (13)	84% (69)

Whilst the numbers of pupil premium children are relatively low (2024-25 11.7%), the results for disadvantaged children are significantly below non-disadvantaged. In EYFS, there were only 4 children eligible for were disadvantaged. In Year 1 the gap between disadvantaged and non-disadvantaged widened in 2024-25. In year 2 phonics 92% of disadvantaged pupils passed the PSC, broadly in line with non-disadvantaged

In Key Stage 2 the gap between disadvantaged and non-disadvantaged closed. There was 30% gap in writing as compared Reading (21%) and Maths (17%). In RWM combined there was 31% gap.

Overall absence for disadvantaged children was 8.18% compared to 7.1% last year. For persistent absentees the figure 22.97% (27.97% 2024) compared with 9.01% non-disadvantaged.

Actions Taken in 2024-25:

- Focused interventions were put in place following the assessments – particularly in Year 6
- Data from the continuing assessment is frequently reviewed to inform subsequent intervention strategy
- TA training to deliver interventions including interventions.
- Renewed focus on PP children in summer term.
- Tracking of SEND, PP participation in music and enrichment clubs.

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
Lewisham SEND Team 2 x PDMs	Lewisham
Lewisham SpLD, 2 x PDMS	Lewisham
Using Bandlab	Lewisham Arts Hub
Lewisham Outreach Services	Lewisham
Lewisham SpLD	Lewisham
Lewisham EP	Lewisham
Microsoft Teams	Microsoft
Clicker 8	Crick Software
Times Table Rockstars	TTRockstars
Bug Club Books	Active Learn