

Pupil premium strategy statement: Kingmoor Nursery and Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
	260 (sept 26) 318 Inc Nursery
Number of pupils in school	260 (Sept 25) 321 inc Nursery
	233 (Sept 24) 291 inc. Nursery
	227 (Sept 23) 277 Inc. Nursery
Proportion (%) of pupil premium eligible pupils	9.6% (11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	September 2026
Date on which it will be reviewed	Sept 27
Statement authorised by	N Corfield (HT) Governors
Pupil premium lead	N Corfield (HT)
Governor / Trustee lead	Mrs Marie Jamieson (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30.300

Part A: Pupil premium strategy plan

Statement of intent

Our Philosophy

We believe in maximising the use of pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It is our intention that all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy details the steps we will take in order to achieve this.

We have been part of a county wide strategy to implement RADY (Raising Attainment for Disadvantaged Youngsters) principles within our school. RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. RADY is a golden thread that runs through everything that we do.

For the Year 25-26 we were also part of a **'Moving the box' Project for EYFS**. Our staff looked at how focused approaches can offer equity to children in the early years and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP).

For the Year 25-26 school were part of the **Partnerships for inclusion of neurodiversity in schools (PINS) programme**. This is a national programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools to: help shape whole-school special educational needs and disabilities (SEND) provision, provide early interventions at a school level, upskill school staff, support the strengthening of partnerships between schools and parent carers

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Key Priorities

- Subject specific CPD to improve the quality of teacher's and teaching assistant's pedagogical knowledge as this has been proven to have the greatest impact on closing the attainment gap.
- Continue to provide a carefully sequenced curriculum which builds on prior knowledge and supports all children to achieve the best possible outcomes.
- Structured interventions including reading, writing and maths using formative assessment so that interventions are identified 'in the moment' ensuring more effectiveness.
- Increase rates of progress across the school in reading, writing and maths- adopting a whole school approach with all staff taking responsibility for disadvantaged pupils' outcomes.
- Continue to develop pupil's mental health, emotional literacy, social skills, aspirations and spiritual development through pastoral support.
- Continue to maintain a focus on the mental and physical health of pupils and families through universal support, focused and targeted support.
- Early identification of children with PP ensuring early interventions are in place.
- Attendance - ensuring that no child falls behind with their learning.
- The progress of children with Pupil Premium with SEN through quality first teaching and timely interventions.
- Ensuring that governors and leaders new to the role have the highest impact possible.

Challenges

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

Challenge number	Detail of challenge
1	Children with social and emotional needs- our emotional wellbeing check ins, as well as observations and discussions with pupils and families have identified social and emotional issues for many pupils.

2	Parental engagement, parenting skills and attendance- continue to build relationships with parents/carers and ensure effective communication including the importance of parental support and school attendance.
3	Underdeveloped speech and language skills on entry- assessments, observations and discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessments help to indicate early interventions for children who need support with speech and language.
4	Low progress in core areas particularly writing- internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.
5	SEND- Numbers of children with SEND have increased in school particularly those with high needs.

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
<i>Children's social and emotional needs will be well supported</i>	Children will have access to rapid support providing them with the tools they need for good mental health.
<i>Parent's needs will be well supported</i>	School will embed communication styles to meet parent's needs and engage them, enabling parents' to access support.
Children will make age appropriate progress	Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication
Children with SEND will learn and progress	Children will overcome barriers which prevent them from making progress.

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: £ 10,500

	Activity	Evidence that supports this approach	Challenge number(s) addressed
26-27	• Whole staff training on the implementation of MY HAPPY MIND • Subject leaders are upskilled through subject leader specific CUSP training enabling them to support all staff, including in the implementation of the cusp access curriculum • Staff training on updates to the assessment systems in school to ensure diagnostic assessment has	myHappymind is a science- and research-based, NHS-backed programme that integrates neuroscience, positive psychology, and digital learning to build children's resilience, self-esteem, and mental wellbeing proactively myHappymind+2. Education Policy Institute: High quality CPD for teachers has a significant effect on pupil's learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a	1,2, 3, 4, 5

	the greatest impact on pupil outcomes • Staff training on the implementation of RWI handwriting now rolled out across the whole school. • Headteacher is associate advisor for the Local Authority, the county lead for RADY and an OFSTED inspector and supports staff in school. • Teachers support each other through coaching and supportive planning approaches. • Focus on all staff in school promoting and using the same subject specific vocabulary.	greater effect on pupil attainment than other interventions school may consider. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ Teacher Development Trust: We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/	
25-26	• Positive regard lead practitioner teacher providing in house training to all staff. • Subject leaders are upskilled through subject leader specific CUSP training enabling them to support all staff, including in the	Positive Regard: Teachers employing UPR warmly welcome late students, prioritize connecting before evaluating achievements, take time to grasp students' vantage points, give equal attention to everyone, and explore alternate teaching methods tailored to how different students learn best. https://www.simplypsy-chology.org/unconditional-positive-regard.html	1, 3, 4, 5

	implementation of the cusp access curriculum • Expert in the early years for the DFE specialist teacher providing in house training to all staff. • Further developing the use of assistive technology in adaptive teaching. • Further develop the use of relational values and positive regard in our practice. • Headteacher is associate advisor for the Local Authority, the county lead for RADY and an OFSTED inspector and supports staff in school. • Teachers support each other through coaching and supportive planning approaches. • Focus on all staff in school promoting and using the same subject specific vocabulary. • CPD training available on CUSP for all staff. • Termly meetings with teachers to discuss PP progress and next steps. • All staff trained in the importance and delivery of Oracy.	Education Policy Institute: High quality CPD for teachers has a significant effect on pupil's learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment than other interventions school may consider. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ Teacher Development Trust: We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/	
24-25	• Maths Mastery Teacher and Professional Development Maths	Education Policy Institute: High quality CPD for teachers has a significant effect on pupil's learning	1, 3, 4, 5

	Mastery lead teachers based in school and providing in house training to all staff. • Expert in the early years for the DFE specialist teacher providing in house training to all staff. • Further developing the use of assistive technology in adaptive teaching. • Further develop the use of relational values and positive regard in our practice. • Headteacher is associate advisor for the Local Authority, the county lead for RADY and an OFSTED inspector and supports staff in school. • Teachers support each other through coaching and supportive planning approaches. • Subject leaders are upskilled through subject leader specific CUSP training enabling them to support all staff. • Focus on all staff in school promoting and using the same subject specific vocabulary. • CPD training available on CUSP for all staff.	outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment than other interventions school may consider. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ Teacher Development Trust: We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/	
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	• Termly meetings with teachers to discuss PP progress and next steps. • All staff trained in the importance and delivery of Oracy.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10550

	Activity	Evidence that supports this approach	Challenge number(s) addressed
26-27	• Implementation of the My Happ Mind scheme for MHWB and PHSE across the whole school. Link directly to the threads that run the school ethos and replace Learning Powers for Learning Habits. Full implementation and roll out of the parent support app. • Embed fully of CUSP access as an addition to the curriculum to support children with PP and addition needs.	Research Base for myHappymind myHappymind is a science- and research-based, NHS-backed programme that integrates neuroscience, positive psychology, and digital learning to build children's resilience, self-esteem, and mental wellbeing proactively myHappymind+2. Evidence and Validation • University of Chester Real World Validation Report – Confirmed myHappymind as an effective school-based approach to developing positive behaviours, mental health, resilience, and	1,2,3,4,5

	• Embed the learning EYFS ‘moving the box project’ led by Reception teachers. Ensure that focused and tailored approaches can offer equity to children in the early years, particularly with those experiencing disadvantage, and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP). • Lesson structure through the school’s curriculum promotes retrieval and retention of core knowledge • Precision teaching to ensure children have the foundational knowledge to progress. • The daily teaching of RWI • Staff trained in Emotional Literacy Support Assistant (Elsa) – ELSA’s re-train when staff move on • 1:1 Phonics/reading tutoring • Rapid interventions based of formative assessment. • Oral language interventions in place e.g. Neli • Use of pre-teaching interventions based on formative assessment. • Targeted support given to EYFS children who have been highlighted as	wellbeing, aligning with UK education and health policy expectations myHappymind+1. • NHS Innovation Accelerator – Recognised as a transformational, preventative mental health solution, with awards including the King’s Award for Enterprise, BESA Evidence and Impact Award, and the National Children and Young People’s Awards NHS Innovation Accelerator. • Impact data – Schools using myHappymind report a 0% increase in children requiring SENCo support, external exclusions, or CAMHS referrals after one year myHappymind+1. Focused approaches can offer equity to children in the early years and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP). https://www.coramhempshalls.org.uk/hey-title/moving-the-box The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. However it can increase children’s progress by 6 months. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
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	needing emotional and wellbeing support using Leuven Scales. • Continue with daily use of Doodle Maths • Replace Emotional ABC scheme with My Happy Mind. • One to one mental health coaching from a mental health and well-being coach • Group Relax Kid sessions weekly. Use aspects of CUSP curriculum to target small step sequential interventions for writing and spelling	The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
25-26	• Introduction of CUSP access as an addition to the curriculum to support children with PP and addition needs. • Take part in the EYFS 'moving the box project' led by Reception teachers. Ensure that focused and tailored approaches can offer equity to children in the early years, particularly with	Focused approaches can offer equity to children in the early years and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP). https://www.coramhempshalls.org.uk/hey-title/moving-the-box	1, 3, 4, 5

	those experiencing disadvantage, and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP). • Lesson structure through the school's curriculum promotes retrieval and retention of core knowledge • Ensuring the use of assistive technology in adaptive teaching. • Precision teaching to ensure children have the foundational knowledge to progress. • The daily teaching of RWI • Staff trained in Emotional Literacy Support Assistant (Elsa) – ELSA's re-train when staff move on • 1:1 Phonics/reading tutoring • Rapid interventions based of formative assessment. • Oral language interventions in place e.g. Neli • Use of pre-teaching interventions based on formative assessment. • Targeted support given to EYFS children who have been highlighted as needing emotional and wellbeing support using Leuven Scales.	The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. However it can increase children's progress by 6 months. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are	
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	• Continue with daily use of Doodle Maths • Use of Emotional ABC scheme. • One to one mental health coaching from a mental health and well-being coach • Group Relax Kid sessions weekly. • Use aspects of CUSP curriculum to target small step sequential interventions for writing and spelling	start-up costs. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
24-25	• Lesson structure promotes retrieval and retention of core knowledge • Further developing the use of assistive technology in adaptive teaching. • Precision teaching to ensure children have the foundational knowledge to progress. • The daily teaching of RWI • Staff trained in Emotional Literacy Support Assistant (Elsa) – ELSA’s re-train when staff move on • 1:1 Phonics/reading tutoring • Rapid interventions based on formative assessment. • Oral language interventions in place e.g. Neli • Use of pre-teaching interventions based on formative assessment.	The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. However it can increase children’s progress by 6 months. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered	1, 3, 4, 5

	- Targeted support given to EYFS children who have been highlighted as needing emotional and wellbeing support using Leuven Scales. - Continue with daily use of Doodle Maths - Use of Emotional ABC scheme. - One to one mental health coaching from a mental health and well-being coach - Group Relax Kid sessions weekly. - Use aspects of CUSP curriculum to target small step sequential interventions for writing and spelling.	solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs.Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,570

	Activity	Evidence that supports this approach	Challenge number(s) addressed
26-27	- Enrichment offer carefully designed to match children's needs. Links with Specialist Inclusion Base - Positive Regard Lead Practitioner to continue to use 0.1 non-contact time weekly to support and coach	Practical Use of Enrichment Benchmarks Schools can self-assess their enrichment programs using DfE-	1,3,4,5

	staff. Focus on new staff and new children in school. • Fully implement My Happy Mind in the school curriculum, ethos and approaches. • Further implement attendance approaches whole school. • Ambassador's/ Collaboration Coaches to provide opportunities to take reasonability. • Young enterprise activities • STEM young leader opportunities and award for all children. • Attendance mentors to provide individualised support for children and families struggling with attendance • SPACE Family learning courses to be repeated with Local provider. • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties	provided tools, including action planning templates and evidence frameworks, ensuring they align with these benchmarks. Implementation examples from a variety of schools and colleges demonstrate embedding enrichment into curricula, personal development, leadership programs, and community engagement to support student growth and wellbeing These benchmarks provide a structured framework for planning impactful enrichment, promoting equity, and supporting holistic development for all pupils and students. Positive Regard: Teachers employing UPR warmly welcome late students, prioritize connecting before evaluating achievements, take time to grasp students' vantage points, give equal attention to everyone, and explore alternate teaching methods tailored to how different students learn best. https://www.simplypsychology.org/unconditional-positive-regard.html The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills such as literacy or IT skills. Parental engagement EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with	
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		others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning increases learning progress by approximately 4 months. Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
25-26	• Positive Regard Lead Practitioner to use non-contact time weekly to support and coach staff • Further develop the use of relational values and positive regard in our practice. • Further implement attendance approaches whole school but with particular focus on Reception	Positive Regard: Teachers employing UPR warmly welcome late students, prioritize connecting before evaluating achievements, take time to grasp students' vantage points, give equal attention to everyone, and explore alternate teaching methods tailored to how different students learn best. https://www.simplypsychology.org/unconditional-positive-regard.html The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills	

	• Ambassador's/ Collaboration Coaches to provide opportunities to take reasonability. • Young enterprise activities • STEM young leader opportunities and award for all children. • Attendance mentors to provide individualised support for children and families struggling with attendance • SPACE Family learning courses to be held. • Weekly sessions of PSHE/Jigsaw/ Emotional ABC's programme being taught. • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties • Celebrating successes both in school and outside of school with certificates. • Kingmoor Shop and learning powers tokens to support behaviour and engagement and metacognition. • Kidsafe sessions in year 2 summer but coach available to lead ad hoc when need arises.	such as literacy or IT skills. Parental engagement EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning increases learning progress by approximately 4 months. Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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	• After school clubs running throughout the year e.g. multi-skills, orienteering, cookery etc. - disadvantaged children guaranteed a place in these clubs. • SENCO drop in sessions/Toddler sessions to improve communication with parents and offer support • Half termly open reading sessions to engage and support parents with reading		
24-25	• Further develop the use of relational values and positive regard in our practice. • Implement the LA attendance handbook and procedures Sept 24 • Ambassador's/ Collaboration Coaches to provide opportunities to take reasonability. • Young enterprise activities • STEM young leader opportunities and award for all children. • Attendance mentors to provide individualised support for children and families struggling with attendance • School wide approach to supporting attendance • Family learning courses.	The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills such as literacy or IT skills. Parental engagement EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning increases learning progress by approximately 4 months. Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing.	1, 2, 3, 4, 5

	• Weekly sessions of PSHE/Jigsaw/Emotional ABC's programme being taught. • Children targeted to work with Magic Mel and Connect 3 coaching to support with specific needs, develop confidence, self-esteem, anxieties • Celebrating successes both in school and outside of school with certificates. • Kingmoor Shop and learning powers tokens to support behaviour and engagement and metacognition. • Kidsafe sessions in year 2 summer but coach available to lead ad hoc when need arises. • After school clubs running throughout the year e.g. multi-skills, orienteering, cookery etc. - disadvantaged children guaranteed a place in these clubs. • Coffee mornings/Toddler sessions to improve communication with parents and offer support • Half termly open reading sessions to engage and support parents with reading	The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £30590

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026** academic year

Children's social and emotional needs will be well supported

Children will have access to rapid support providing them with the tools they need for good mental health.

The mental health and wellbeing of our children is a high priority for all staff in school. Universal, focussed or targeted support were put in place in a timely and effective manner to ensure that all children were well supported.

Children received direct teaching to ensure they are able to discuss their emotional needs with an adult and receive immediate support where necessary which provided them with the tools necessary to succeed. All children received weekly PSHE sessions which is through NHS backed MY HAPPY MIND. These sessions provided children with the tools and vocabulary needed to understand and manage their emotions. They also ensured that they had the knowledge to keep themselves safe. School has staff members who are trained in ELSA and they ran programmes across the unit to support children who had been identified as needing emotional support. Children in the EYFS were assessed termly on the Leuven scale to assess their wellbeing and to ensure progress was well monitored. Emotional coaching from Magic Mel (Relax Kids) and Tess (Connect3Coaching) throughout the year, ensured that children developed resilience and confidence and developed an understanding of their own and other's emotions.

Parent's needs will be well supported

School will embed communication styles to meet parent's needs and engage them, enabling parents' to access support.

Tapestry continues to be a successful tool used throughout school to communicate with parents. This allowed staff to share achievements and activities that children had completed in school as well as sharing activities and information for parents to support

their children with their learning at home. The weekly newsletter, website, Facebook and Instagram provide parents with valuable information and insights into life in school as well as regular text messaging and emails.

Staff were often available to contact parents in person and on phone calls to ensure continued communication as well as being available before or after school. Parents/carers also received termly reports on the progress of their children as well as being able to attend two parents' evenings throughout the year and further opportunity to speak to staff if required.

There were regular opportunities provided throughout the year to invite parents/carers into school e.g. open reading sessions, art gallery, choir performance. This provided parents/carers with the opportunity to engage with their children in the classroom as well as providing resources in order for parents/carers to support children with their learning.

Communication regarding children with SEND continues to include the use of 'Provision Map' which allows parents/carers to access their child's IEP and information about additional support packages from home. This allows parents/carers to be more involved in their child's learning journey and to see the tailored learning support that their child/ren receive.

Early Help was used to support parents with parenting, family help and extended family support.

Our Toddler groups continue to be well attended and further break down barriers and aid communication between home and school, which provides school with an opportunity to meet parents' needs beyond school.

Family learning courses are provided within school time to ensure that parents/carers can access this supportive tool.

Connec3Coaching worked 1:1 with families focusing on specific support needed with parenting, managing emotions and supporting children with SEND.

Children will make age appropriate progress

Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication

All Staff, including those who were new to the year group/role, received the necessary training and resources they needed to ensure that all children were given timely and effective support. Subject leaders and the SENDco supported staff to ensure this was delivered effectively and where necessary, supported staff in ensuring that interventions were put into place. All

interventions were consistently monitored throughout the year, with the SENDco as well as intervention leads for each year group, meeting half termly to discuss the impact they were having. This enabled children to achieve and succeed. This meant that...

Reception- 70% of all PP children achieved Good Level Development in Reception.

100% of non-SEN PP achieved Good Level Development in Reception

Year 1- 88%% of PP children achieved the phonics screening check in Year 1 with an average score of 28 compared with 68% national in 2024

100% of PP children without SEND achieved the expected mark

Children with SEND will learn and progress

Children will overcome barriers which prevent them from making progress.

The SENDco has continued to work closely with teaching/support staff to provide them with the training and tools necessary to ensure that all children were given timely and effective interventions. A number of specialist approaches were adopted such as Attention Autism, NELI, Precision teaching. These were used as an effective tool to ensure that gaps in learning were reduced. Intervention leads were set up in each year group and worked closely with their team as well as the SENDco to ensure timely and consistent interventions were put in place throughout the year. The SENDco met with the intervention leads each half term to consistently monitor that the interventions were fluid in the support provided to allow children to achieve and succeed. This meant that...

76% of SEND children passed the Phonic Screening Check in 2026 compared with ??% national in 2026 (data not yet available)

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
Read Write Inc	Read Write Inc
Accelerated Reader	Renaissance
NELI	Nuffield
My Happy Mind	My Happy Mind
Doodle Maths	Doodle
Purple Mash	2SIMPLE
Amaven (PE)	Amaven
CUSP	Unity Schools Partnership
LLL Hanen	Hanen

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had 2 pupils with service premium in the last academic year. Funds were put towards providing 1:1 coaching and small group MHWB coaching where required.

What was the impact of that spending on service pupil premium eligible pupils?	Children received direct support through our Universal, Focused and target MHWB support. Children gained tools to support their emotional development and needs.
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Further information (optional)

As we are a mental health school we have a strong focus around the mental health and wellbeing of all our pupils and staff. We offer universal support as part of the curriculum and all our staff are highly trained and are able to offer support for mental health and wellbeing. We also have 12 youth mental health fully trained members of staff who are able to offer support and advice as well as all senior teachers have been further trained as Mental Health Champions. As part of our focused support each week in class we follow the My Happy Mind programme which gives the children the vocabulary and understanding they need to talk about their emotions and how they are feeling. Children also complete weekly wellbeing check ins to say how they are feeling and staff constantly monitor these to ensure children who are not feeling happy or calm are given the time to discuss their feelings. Targeted support is also offered through the use of external providers Relax Kids, ELSA's and Connect3Coaching in order to give children the strength, courage and resilience needed to support and develop their emotional health and wellbeing.

We also spent time researching the work on Rosenshine's Principles in Action and the importance of effective questioning ensuring that all children are asked questions which allow them to think aloud and to connect new learning to prior learning. Questioning is used to develop retention of knowledge as well as retrieval. As part of this we researched more into looking at sequential knowledge in the curriculum as well as direct and explicit teaching of vocabulary to help develop quality first teaching and learning. This is now feeding into our work on oracy and metacognition.

We are an outward facing school with two teachers working directly for the Maths hub supporting other schools and one member of SLT has worked previously for the English hub. We also have one member of staff who is an early years expert working for the DFE. The headteacher is an advisor for the Local Authority and an OFSTED inspector. This expertise has a positive impact on teaching and learning as they share their ideas here at Kingmoor.