

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
School name	Charles Kingsley's CE Aided Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	7% 15 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	11 th November 2025
Date on which it will be reviewed	Mid-Year Review April 2026
Statement authorised by	Hannah Popplewell Head Teacher James Carpenter Chair of Governors
Pupil premium lead	Louise Taylor Assistant Head Teacher & Inclusion Lead
Governor	Kim Cain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,790
Recovery premium funding allocation this academic year	Withdrawn by Government
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,790

Total budget for last academic year based on higher PP numbers of 20%	£52,880
Difference of	- £ 14,090

Part A: Pupil premium strategy plan

Statement of intent

At Charles Kingsley's CE Aided Primary School a termly 'Spread of Needs' overview is completed which details the range of challenges faced by our children on the Pupil Premium register. Our intention is that this statement's plan will address these challenges so that the barriers identified do not impact the children's education or emotional wellbeing.

Our three-year plan aims to follow the structure suggested by the Education Endowment Framework and guidance from the DFE document 'Using pupil premium guidance for schools'. It ensures that targets for spending are set around the following:

High Quality teaching, assessment and broad and balanced curriculum meeting the needs of all pupils

Teaching: Professional development, Recruitment and retention, support for early careers teachers

Targeted academic support; Structured intervention, small group tuition, one to one support

Wider strategies: Behaviour approaches, breakfast or after school clubs, trips, increasing attendance, therapy/counselling, SALT needs

Following the approach above, ultimate objectives within our plan (detailed throughout this statement) ensure every child classified as Pupil Premium makes at least expected progress either academically or emotionally, whatever their starting point.

In order to fulfil these aims, our plan will equip all staff with the resilience which they need to be effective classroom practitioners that should create a platform for accelerated progress. In order to grow this capacity of our staff, the HT is completing a coaching apprenticeship to develop this skill and upskill others.

We continue to strive to improve PP outcomes for all children and close the gap between PP lower attainers and their peers. This remains a priority focus area aligned with our SIP. Capacity has been created in order to release leaders for coaching and mentoring of other staff to further improve teaching and learning across the school.

A key area identified within our spread of needs document is around our work in enhancing partnerships with parents to support our drive for enhanced progress gains. This is a process which has begun and will continue this year. Research within the EEF states that when this is most effective progress gains can be made of 3+ months a year.

All children on the PP register are offered one-part funded after school or lunchtime squad club a term, this ensures that all pupils have equal access to extra-curricular clubs and trips, bringing an inclusive ethos and enhancing emotional and physical wellness alongside an enriched curriculum. The uptake on this offering in the 2024-2025 academic year was strong and proves that the approach is beneficial. This opportunity also provides wrap around care for our pupils, enabling parents to work longer hours if they desire.

Our plan has the capacity to enhance our children's emotional and mental wellbeing and measurable approaches continue to support this commitment. Our Senior Mental Health Lead has trained all staff in understanding the brain in trauma and we have worked as a team with the Primary Behaviour Service to deepen our understanding of ACES, regulation and restoration, a parent workshop has also been offered, both being in line with our new Behaviour and Relationships policy from 2024-2025. The school community have been consulted on this as part of monitoring and further adaptations will be made this academic year.

We are very proud of our Forest Nurture sessions which are held within the recently developed school grounds to guide and teach our most vulnerable children in their social and/or emotional development moving them forwards from their own starting points. Last year's plan created a sensory garden and regulation pods to support the sensory and/or regulation needs of some pupils. We also worked closely with Yateley Common to create enrichment opportunities on site for our children attending the Forest Nurture group working on identified emotional health skills.

This year we are training two members of staff via the apprenticeship funded route on the Thrive Principles, this will be a fantastic addition to our pastoral offer with age targeted emotional, social health assessments and action plans.

This year we have a member of SLT completing their Play Therapist training via the apprenticeship funded route, this will create capacity on site to offer therapeutic intervention to our pupils who may not reach external thresholds.

To further enhance our wellbeing offer, this year's plan will research and aim to develop the Rainbow room to bring a more sensory based space to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	PP attainment outcomes closing the gap towards ARE+

2	Ensuring Academically able pupils achieve end of year attainment of Expected/+
3	Effective working with all parents
4	Enhance Social, Emotional, Mental Health needs for our pupils
5	Therapeutic interventions delivered by trained persons
6	Staff resilience can be a barrier to classroom practise
7	Financial difficulties at home and difficulty with childcare supporting working hours
8	Enrichment and enhancement of emotional and physical opportunities available to all pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. For all children to attain ARE in all areas	All PP children to achieve at least ARE
2. Academically able pupils to attain Expected/+ in all areas	Data shows that targeted PP children attain a grade of 'Expected +' at the end of each milestone.
3. Strengthened working relationships with all parents	Home learning support progress gains of 3+months a year. 100% of PP parents attend school events Parent communication platforms share learning and updates Parent voice and reflections add to amendments within Behaviour policy
4.Children with SEMH needs are supported in their emotional and mental wellness Training for staff around masking in children with ASD	Nurture based Forest teaching assessments (Boxall) show gains in specific areas TALA baseline personal scores show progress THRIVE baselines show progress SDQ scores show progress gains- Play Therapist Attachment training attended by all staff and understanding deepened EP masking training

5.Children in need of therapeutic intervention receive support from trained staff and show measured improvements	Sessions attended by named pupils and therapeutic scores show an improvement from baseline scores
6. Strength in adult resilience	Key staff will show increased resilience within their practise and raised progress scores are reflected amongst the pupils.
7. Children attend all educational trips and visits	100% attendance on educational visits/trips.
8. Children are able to access school clubs with increased opportunities to enhance both emotional and physical wellness with enjoyment beyond education Care until 4.15 is provided for working families	Good attendance from the PP group at after school extra-curricular clubs, with enhanced emotional and physical wellness. Parents from working families will be supported in their ability to work longer hours. Attendance and take up of these clubs will be measured by the schools Clubs lead.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidation of adaptive teaching approaches throughout the school. Led by the standards team and supported by phase leaders/SLT	Literacy Tree and English Core Provision	1,2
HT to complete coaching apprenticeship	Link Educational Psychologist is available to all staff to support staff personal development	1,2,3,6

Resilience coaching for standards team year two - teaching team year three	Coaching expert support HT apprenticeship	
Use of LSA 3 hours to release leaders to coach and mentor across all classes to improve teaching and learning	Strategic discussion with Governors and previous S.I.P.	1,2,3,6
Ongoing enhancement engaging with parents in raising outcomes, including; home learning reviews, Relationships and Behaviour policy, DOJO platform	EEF Parental Engagement online course Prior Parental Engagement project (hosted by KAS)	1,2,3
Forest Nurture 4 afternoons/week TALA (Active Listening as a therapeutic intervention) x3 afternoons a week TALA attendance at Supervision groups and Encourage TALA and Forest Nurture lead to attend well-being conferences Inclusion lead offer of six weekly supervision to these staff members via pastoral meetings	Hampshire EP service state; "Evidence based research shows that pupils who receive the TALA intervention have better academic performance, reduced stress and anxiety, improved emotional wellbeing, better attendance, reduced bullying and pro social emotional skills" Hampshire Educational Psychology encourages participation in this area. Previous school ELSA's tell us this has helped them to feel valued and supported	1,2,3,4,5
Staff body to attend Attachment training and gain greater awareness	Attachment training delivered via the Virtual School and staff have greater awareness of how these needs affect pupil emotions and behaviour	1,2,3,4,5
Teaching team to attend and disseminate 'masking' training	Educational Psychology Service	1,2,3,4

around children with ASD		
Raising standards via peer/standards team learning walks Personalised learning walk feedback grids completed after each monitoring visit Standards team Book Looks checking for adaptive teaching Middle leaders/SLT mentoring	Staff interviews tell us that they find value in informal observations. EEF documents support this.	1,2,6

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

Budgeted cost: £14,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority access to class clinic, pre and post teaching methods	Over time CKS has used clinic approaches to address misconceptions in learning. Our data and evidence from Standards team Learning Walks shows us that our belief in this approach is valid.	1,2
Priority access to the personalised 'Maths Diagnostics' tool as identified at PPM	Maths Lead teacher has worked with the Hampshire Maths Team to gain evidence of the successes and value of this approach	1,2
Little Wandle Phonics personalised interventions	English Lead research into DFE approved schemes	1,2
Targeted social emotional health intervention via TALA/Forest Nurture approaches/Lego Therapy	Hampshire EP state; "Evidence based research shows that pupils who receive the TALA intervention have better academic performance, reduced stress and anxiety, improved emotional wellbeing, better	1,2,3,4,5

Enrichment opportunities with Yateley Common and the Mans Shed to embed focussed targets with Rangers	attendance, reduced bullying and pro social emotional skills' Charlie Waller trust opinion that 'Outdoors education reduces stress and anxiety '	
Two team members to receive Thrive apprenticeship training over 18months Thrive assessments and approaches to be embedded	Thrive practice Primary Behaviour Service	1,2,3,4,5
Play Therapy apprenticeship to be started and continued over 3 years Play Therapy room to be created and suitable for the nurturing purpose Pupils who may not reach thresholds within outside agencies to be supported Vulnerable pupils, those struggling with big emotions and friendships to receive Play Therapy	Association of Play and Child Psychotherapy (APAC)	1,2,3,4,5
Range of researched mental health assessments used to inform the planning of EPACS, TALA, SDQs Boxall and Nurture based teaching alongside other identified pupils	Educational Psychologist training for Designated Teachers highlights the importance of the use of these tools in planning for and enhancing the emotional health of children Anna Freud trust DFE Whole school mental health	1,2,3,4,5
Part payment towards diagnostic licenses	The Speech and Language Therapy Team tell us that the use of Language Link is a beneficial	1,2,4,5

Early DST, DST -J, Language Link	diagnostic tool from which they will accept referrals DST/DST-J are recognised screening tools to highlight Dyslexic tendencies within children from YR-6	
Use of the personalised intervention plan from Language Links and information we hold about Developmental Language Disorder and the impact on pupils and supportive strategies	Moorhouse school specialist provision Hampshire Communication and Interaction team Language Link	1,2,4,5

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part payment towards wrap around before/after school provision enabling longer working hours Payment of one club per term for PP children	Education Endowment Framework recognises that this wider strategy is effective in supporting parents to work longer hours whilst very importantly providing enrichment, possible physical activity and enhanced emotional health	1,2,3,4,8
Help with the cost of educational trips	The Education Endowment Framework recognises that this wider strategy is effective in creating equal opportunities for this group of children	1,2,3,4,7
Senior Mental Health Lead to work alongside the HT to reflect on parent and pupil voice within the review of the Relationships and Behaviour policy	Primary Behaviour Service	1,2,3,4,6

Monitoring by standards team to ensure intentions of the new policy are established and consistent		
Part payment towards counselling for emotional health, sensory needs and well being	The Virtual School have taught us that part payment towards therapeutic services can be a valuable tool for PP+ children. This can be of benefit for all PP children who require additional help beyond the typical services to which we signpost or as requested by external agencies	1,2,3,4,5
One off private SALT assessments	The Education Endowment Framework and previous conversations with Private SALT recognises that this wider strategy is effective in supporting children who might not meet the criteria for NHS Speech and Language support or require support in excess of what they can offer	1,2,3,4,5
Research and install a sensory space in the rainbow room	PBS - regulation	1,2,3,4
Research and embed the use of animals to promote emotional health (Year 3)	BACP journals	1,2,3,4

Total budgeted cost: £38,790

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.

Intended outcome	Success criteria	Outcomes
For all children to attain ARE in all areas	All PP children to achieve ARE	Y6 EOY outcomes (see grid below) PPM documents, EOY data Learning walks, book scrutiny show some development of task design for those not attaining ARE OFSTED Nov 23 graded good With PP/SEND support a strength across the school
Academically able pupils to attain Expected/+ in all areas	Data shows that targeted PP children attain a grade of 'Expected +' at the end of each milestone.	Y6 EOY outcomes (see grid below) PPM documents, EOY data Learning walks, book scrutiny shows some development of task design for those not attaining ARE OFSTED Nov 23 graded good
Key children show a measured improvement in their phonic and spelling ability YR-6	Targeted intervention assessment baselines improve within six weeks Vernon spelling ages increase and transfer into curriculum writing grades Little Wandle personalised phonics established	This remains a focus area for the English leads Excellent rates of improvement in children accessing LW and being able to cease intervention
Strengthened parental engagement	Changes to home learning strengthens access and this increases progress in school.	Focus Assemblies have been reinstated with good attendance. Open afternoons take place termly with parents visiting a

	100% of PP parents attend school events	staff led workshop and then working with their child in school Home learning focus to be taken Parent feedback around communication responded to DOJO researched and plans in place to roll 2025-26 Parent forum planned around new relationships and behaviour policy
5.Children with SEMH needs are supported in becoming emotionally and mentally well	Nurture based Forest teaching assessments show gains in specific areas TALA baseline personal scores show progress Pupil voice shapes and develops our whole school, approach alongside Wellbeing Wednesday pupil voice is strong	Forest Nurture is embedded and well attended 6 weekly pastoral team reviews show movement within Boxall TALA embedded and waiting list held, this is to be considered into 25-26 with alternative offer of PT for some children Nurture garden has been developed with sensory and regulation development established Fire Pit Mondays for nurture children established Community wellbeing event created by the children linked to our Values and well attended in the summer term. Well-Being weds linked to a theme so it has stronger sense of purpose
Adult Resilience	Key staff will show increased resilience within their practise. Evaluated Workforce Wellbeing audit	This remains an area of need in some places.

	will show gains in identified areas	HT has a place on apprenticeship levy Coaching course for 25-26
7.Children do not miss out on educational trips and visits	100% attendance on educational visits/trips.	100% attendance on class trips Reasonable adjustments made for residential to encourage attendance
7.Children are able to access school clubs with increased opportunities to enhance both emotional and physical wellness Wrap around care is provided for working families	Good attendance from the PP group at after school extra-curricular clubs, with enhanced emotional and physical wellness. Parents from working families will be supported in their ability to work longer hours. Attendance and take up of these clubs will be measured by the schools Clubs lead. All Ks2 children will pass their swimming classes and learn to ride a bike	High levels of attendance within this offer across all clubs Squad is well attended at lunchtimes. Swimming resits booked
8.Children with Speech and language difficulties show measured improvement	Speech and Language therapist's review shows an improvement from baseline scores Language Link scores show an improvement after six months	Improvements shown with PP lang link groups and referrals into NHS SaLT team made where this has not been so successful Private sensory OT sessions funded for named pupils

2024-2025 KS2 SATS data for the 'disadvantaged' compared to 'non-dis' pupil group

X2 PP children were disapplied from taking their SATS

	RWM combined Exp+	RWM combined high	Reading Exp+	Reading high	Writing Exp+	Writing GDS	Maths Exp+	Maths high
LA	41%	2.3%	60%	18%	53.7%	5%	57%	12%
CKS	40%	20%	60%	20%	40%	20%	40%	20%

- 80% of the disadvantaged group are boys

- 60% of this group are PP and SEND

Externally provided programmes

Programme	Provider
Clicker	Cricksoft.com
Language Links	Speech and Language Link
Boxall profile	Boxall Profile.org
Auditory memory activities	LDA
Solent Therapies schools pack	Solent Therapies
NESSY Fingers (Typing skills)	NESSY
Timestables Rockstars	TTrockstars.com
ALife Mental Health workshops	Peter Adams ALife
First Aid workshops for children R-6	I can save a life
Little Wandle Phonics teaching	Little Wandle
Little Wandle Spelling teaching	Little Wandle
Number Sense maths catch up	Number Sense
Maths Diagnostics	Hampshire
Thrive	Thrive
Play Therapy	APAC