



Killisick Junior School

Believe • Achieve • Succeed

Pupil Premium Strategy Statement

2024 – 2027

(Last Review December 2025)

Pupil premium strategy statement – Killisick Junior School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	79 children 41.8%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	19 th December 2025
Date on which it will be reviewed	31 st July 2026
Statement authorised by	Richard Jones
Pupil premium lead	Joanne Gosling
Governor lead	Rachel Makey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124, 145
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£124, 145

Part A: Pupil premium strategy plan

Statement of Intent for Pupil Premium Strategy

Introduction

At Killisick Junior School, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to achieve educational excellence and experience unrivalled personal development. Our Pupil Premium Strategy is designed to align with our whole school vision and mission, focusing on delivering a high-quality character curriculum that nurtures the whole child. This includes enhancing their self-image, self-value, appreciation of education, and understanding of the world, particularly in relation to protected characteristics and British Values.

Educational Excellence

We believe that educational excellence is achieved through high-quality teaching that meets the diverse needs of all our children, particularly those who are disadvantaged. Our strategy focuses on:

- **Quality First Teaching:** We will implement a forensic approach to teaching and learning, ensuring that our practices are tailored to support our vulnerable learners effectively. This involves refining our existing Teaching and Learning WalkThrus to create robust systems that prioritise the needs of children in receipt of the Pupil Premium Grant.
- **Targeted Academic Support:** We will provide additional resources and interventions designed to close the attainment gap for disadvantaged children. This will include focused literacy and numeracy support, as well as enrichment opportunities that broaden their educational experience.
- **Monitoring and Evaluation:** We will continuously monitor the progress of our Pupil Premium cohort, using data to inform our teaching strategies and interventions. This will ensure that we are responsive to their evolving needs and can adapt our approach accordingly.

Unrivalled Personal Development

In addition to academic success, we recognise the importance of developing our children's character and well-being. Our strategy will include:

- **Character Curriculum:** We will deliver a comprehensive, personalised character curriculum that promotes resilience, confidence, and independence. This curriculum will foster a sense of self-worth and appreciation for education,

encouraging children to value their learning journey and understand its significance in shaping their futures.

- **Understanding of the World:** We will ensure that our children develop a nuanced understanding of the world around them, including the importance of diversity, inclusion, and respect for different protected characteristics. Our curriculum will celebrate differences and promote British Values, preparing our children to be responsible, respectful, and active citizens.
- **Holistic Support:** We will provide holistic support for our children, addressing their social, emotional, and mental health needs. This will involve collaboration with our Child and Family Support Worker, ELSA trained staff, and external agencies to ensure that every child feels safe, valued, and empowered.

Through our Pupil Premium Strategy, we are dedicated to creating an inclusive environment where all children can thrive academically and personally. By focusing on educational excellence and unrivalled personal development, we aim to equip our children with the skills, knowledge, and confidence they need to succeed in life. We will work collaboratively with staff, governors, and the wider community to ensure that our approach is effective and sustainable, ultimately enhancing the life chances of our children and their families.

Our “absolutes”

For our strategy to work, adults must ensure that all children know the following:

1. Children know that adults care for their academic and personal success. This includes learning, nurture and wellbeing.
2. Children know that adults have unconditional positive regard for them – they will do what is required for them to feel important.
3. Children know that the adults will work together to ensure they are successful. It is not just the responsibility of their class teacher.
4. Children know that adults take responsibility for getting to know them: understanding their barriers and helping them to overcome them.
5. Children know that all adults have the highest of expectations for them. They will be successful.
6. Children get the very best opportunities to improve and enhance their experience of school.
7. Children know that the adults will support them and their families outside of the school day (i.e. school trips, holiday clubs etc.)
8. All children know that they are valued, respected and loved for who they are.

Challenges

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

Challenge number	Detail of challenge
1	Children's attitudes towards English are not the same as other subject disciplines as children find the subject "hard", particularly reading and writing. As a result, children do not achieve as well in this subject area.
2	Children have gaps in mathematical knowledge across school particularly in times tables and number fluency.
3	The experiences of some children in receipt of the Pupil Premium is limited. This limits the opportunity to build cultural capital and build their knowledge of the world, which impacts aspiration.
4	The attendance gap between children in receipt of the Pupil Premium and others is a challenge. Children need to be in school consistently in order to achieve well.
5	Children underestimate the importance of school on their future aspirations. They have low self-esteem and struggle to identify how and why they are important. Work to develop character is fundamental to ensuring resilient children.

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
Children in receipt of the Pupil Premium make at least expected progress to achieve at the expected and greater depth standard in all core subject areas.	The percentage of children in receipt of the Pupil Premium achieving EXS and above will match that of non-pupil Premium children at Killisick. Children will demonstrate progress following high quality first teaching and additional interventions. Pupil discussions will show that our children in receipt of the Pupil Premium are knowing and remembering more in line with what has been taught and on par with their non-Pupil Premium peers. Children will be independent learners and able to self-regulate their level of challenge across subjects.

<p>To ensure Phonics is well-taught so that all children in receipt of the Pupil Premium who did not pass the Phonics Screening test make good progress.</p>	<p>Children have the correct reading books and are progressing through the Phonics programme. All children in receipt of the Pupil Premium access our class libraries and choose books for pleasure. All those targeted for Phonics support make good progress.</p>
<p>Children read frequently and with increasing fluency.</p>	<p>Children participate in structured reading sessions at least three times a week, both in school and at home and demonstrate measurable improvements in reading fluency, as assessed through regular fluency checks. To support this, children are exposed to a variety of texts, including fiction, non-fiction, and poetry, to enhance engagement and comprehension, but equally, children engage in re-reading familiar texts to build confidence and fluency.</p> <p>Parents are actively involved in their children's reading development through home-school communication.</p>
<p>To improve spoken and written language.</p>	<p>Pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning. Pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and their written work, using tier 3 vocab. Vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny.</p>
<p>To ensure our children develop strong cultural capital and access both an experiential curriculum and access extracurricular and leadership opportunities in school.</p>	<p>Children in receipt of the Pupil Premium will attend all visits and residential and cost will not be a barrier. All children in receipt of the Pupil Premium will access music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being a barrier. Pupil leadership positions will be made up of at least 50% children in receipt of the PPG.</p>
<p>To ensure our children attend school regularly to maximise learning opportunities.</p>	<p>Attendance data will show that attendance among children in receipt of the Pupil Premium does not fall below</p>

	<p>that of peers. Any persistent absence is rapidly addressed.</p>
<p>To ensure children develop a positive self-image, recognising their unique strengths and abilities, a genuine appreciation for education, viewing it as a valuable tool for personal growth and future success and are able to demonstrate an understanding of British Values and the significance of protected characteristics, promoting a sense of belonging and respect for others.</p>	<p>Children demonstrate a positive self-image and confidence in their abilities and can identify and articulate their unique strengths and abilities.</p> <p>Children express a positive attitude towards learning and recognise the value of education in their lives by actively engaging in a variety of educational opportunities, both in and out of the classroom.</p> <p>Children demonstrate an understanding of British Values, including democracy, the rule of law, individual liberty, and mutual respect, and understand the significance of protected characteristics and the importance of diversity and inclusion.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the current professional development offer for staff, ensuring Checks for Understanding (CFU) are used diagnostically	<p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.</p> <p><i>EEF (High quality teaching)</i></p>	1, 2, 3
<p>Deploy staff to have the highest possible impact:</p> <ul style="list-style-type: none"> • T&L TA per year group • All other interventions (phonics, reading fluency, transcriptional fluency) etc. are delivered by the Intervention Teacher 	<p>High-quality, structured one-to-one and small-group interventions are best delivered by qualified teachers.</p> <p><i>EEF (Selecting Interventions Evidence Insights)</i></p>	1, 2
Early Reading Lead to provide CPL and coaching for teachers and TAs	<p>Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional five months' progress.</p>	1, 2

	<p>We have found CPL and coaching effective in school with an impact on outcomes for pupils.</p> <p><i>EEF (Teaching & Learning Toolkit, Phonics)</i></p>	
Forensically QLA those children who are working towards the expected standard (WTS)	Interventions will be matched to gaps in learning to accelerate progress.	1, 2
Provide high-quality texts linked to enquiry learning	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers.	1, 3
Ensure all classrooms and communal areas of school display ambitious vocabulary alongside icons and definitions	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	1, 3, 5
Refine Word of the Week to align with Avril Coxhead's <i>Academic Word List</i> and the key vocabulary taught in each enquiry.	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	
Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality first teaching	<p>Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><i>EEF (Mechanisms for effective professional development)</i></p>	1, 2, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led phonics intervention for all who did not pass Phonics Screening	Phonics progress and successes following these activities during	1

	<p>the last academic year have guided us to continue this activity this academic year. Phonics has a positive impact overall (+5 months progress) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF (Phonics)</i></p>	
<p>Reading fluency interventions and daily reading for spotlight readers</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><i>EEF (Reading comprehension)</i></p>	1
<p>Transcriptional fluency intervention for those in the early stages of learning to write.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><i>EEF (Small group tuition)</i></p>	1
<p>Targeted support and feedback in</p>	<p>Effective feedback has high impact on pupil</p>	1, 2

lessons for pupils	outcomes of up to 8 months. <i>EEF (Teacher Feedback)</i>	
Pre and post teach and feedback sessions	Where teaching assistants are trained to deliver an intervention to small groups or individuals this has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <i>EEF (Selecting Interventions Evidence Insights)</i>	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker to provide targeted support for children and families- introduce all families new to school	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <i>EEF (Teaching & Learning Toolkit)</i>	5
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and counselling.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. <i>EEF (Improving Social and Emotional Learning)</i>	1, 4, 5
A clear, robust and graduated approach to improving attendance.	Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. <i>EEF (Supporting School Attendance)</i>	4, 5

Child and Family Support Worker to have a high presence in and around school; to monitor attendance and meet parents accordingly.	CFSW has had positive impact on attendance in previous school.	4, 5
Breakfast Club provision to provide support for punctuality and attendance.	Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. <i>EEF (Supporting School Attendance)</i>	4, 5
School contribution to residential and class visits as well as Forest School provision on-site.	Outdoor Adventure Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	3, 4, 5
Support to access extra-curricular activities and music tuition- recorder, piano, guitar, drumming, drum session, pantomime.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. EEF The benefits of learning an instrument are well documented. <ul style="list-style-type: none"> • It forms a productive hobby • Cures boredom • It's relaxing and meditative benefitting concentration and anxiety • It aids academic learning • It improves physical acuity and hand eye coordination. • Trains memory • Forms confidence 	1, 2, 3, 5
Continue to refine the Character Education Curriculum drawing on the work of the University of Birmingham.	Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 3, 5

	<p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><i>EEF (Improving Social and Emotional Learning)</i></p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our KS2 outcomes for children in receipt of the Pupil Premium Grant continue to be above national for the third year in a row. This year, 54% of pupils in receipt of the Pupil Premium Grant achieved Reading, Writing and Maths combined, with only 43% of the Year 6 cohort being homegrown. Of the homegrown pupils in receipt of the Pupil Premium Grant, 73% achieved Reading, Writing and Maths combined, including 13% achieving higher standard in all three subjects. The outcomes of our homegrown pupils in receipt of the Pupil Premium Grant are broadly in line with the outcomes for all children. We need to continue to work on writing. Girls who are in receipt of the PPG outperform boys.

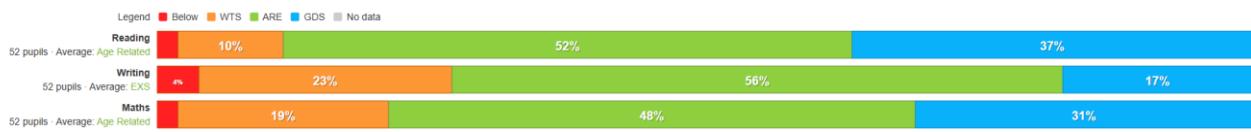
Across school, despite there still being a gap, the gap is closing, and progress for PPG children is better than that of non-PPG in almost all cases.

This is largely due to quality first teaching. Our staff have had an extensive CPL offer from the Flying High Partnership but we have also intervened with children in receipt of the PPG in Year 5 and 6, extensively in Maths. This has been in the form of a Maths breakfast club, pre-teaching and catch up interventions.

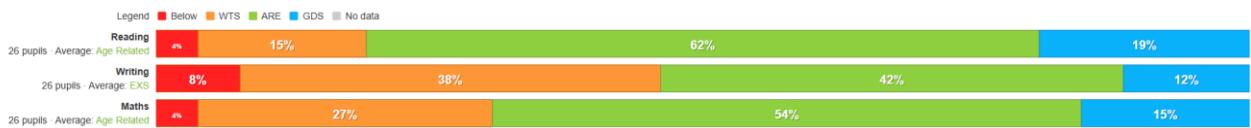
Our Wellbeing offer in school is extensive. All children in receipt of the PPG have daily check- ins and take part in a Character curriculum bespoke to our school. Children who have emotional needs have targeted ELSA sessions with trained specialists, one of which is a Mental Health first aider. We also have a significant extended offer for children in receipt of the PPG including music lessons; after school clubs; Forest School; and support with experiences and residential. The take-up of extended offer opportunities is in-line with or greater than that non-Pupil Premium children. All children in receipt of the PPG have had a musical experience in school this year.

Our attendance for children in receipt of the Pupil Premium Grant stands at 91% compared to all children at 94.5%.

Data for all pupils



Data for pupils in receipt of the Pupil Premium Grant



Further information – Case Study on Music Tuition

Music Tuition impact:

J has been playing piano with me since year 3. When he first started he was only really able to take in a limited amount of instruction. I found he was interrupting me after I started talking within a few seconds not because of rudeness he just struggled to maintain attention. In fact it was often his enthusiasm which got in the way. He wanted to play so badly he was just pounding the keys before I'd given an instruction of what to do.

Gradually over time his ability to focus improved. Music is wonderful for this because when you play you are literally focusing on one thing in real time.

My experience is that there is huge benefit for anyone with attention difficulties.

M is another example of someone who has attention difficulties. When we began she was unable to even count how many notes she was playing. I asked her to play C four times. She would play it repeatedly until I then asked her to pause. This is one of the most extreme examples of difficulty in concentration I have come across.

In the end I asked her to say her name or my name depending on which rhythm was needed.

Kill-i-sick for crotchet, crotchet, minim

And

Mister Ree-der for 4 crotchets. This has been working and she is learning to count her notes and memorise a whole piece. She's not there yet.

I hope that she will play her first music assembly this December. She has been asking to and it will be a huge achievement for her to play a complete piece.

J also has difficulties with “mistakes” and has low self esteem at times.

When he began with me, if he got a wrong note he would put his head on the keys absolutely devastated and would often say, “I’m rubbish.” “I’m no good” or words to that effect.

Mistakes in music are inevitable. Practicing music is practicing making mistakes and then correcting them.

I have been gently reassuring J about this and he falls into negative thoughts about himself far less than he used to. He now trusts that I will not tell him off if he gets it wrong.

Confidence is greatly improved by learning an instrument. Because we regularly provide the opportunity to play in front of their peers performing is normalised.

K- year 6 pupil last year was an excellent player with confidence issues. When she first started playing she did not want to perform during the music assemblies. I never put pressure on her to do so. They are always optional for all pupils. After she had watched a couple of assemblies and seen others getting up to play I asked her whether she wanted to play in the next one. She was unsure so I suggested we do a duet so that she would not be alone in stage. She agreed to this and we performed her first piece together. She went on to participate in almost every assembly after that until she left Killisick her standard of playing was very high, certainly in the top 5% but to me this is not the important factor. It's learning the joy of learning that is yardstick. Whatever your level, feeling that you've progressed is a wonderful reward.