

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	Keston Primary School
Number of pupils in school	415 Main School 452 Inc Nursery
Proportion (%) of pupil premium eligible pupils	14% (63 Children inc 1 in Nursery and 8 in Reception)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Green - Headteacher
Pupil premium lead	Sofi Dimopoulou - Pupil Premium Champion Tara Eason - Deputy Headteacher Kelly Storey - Assistant Headteacher
Governor/Trustee lead	Aisha Patel

Funding overview

Detail	
Pupil premium funding allocation this academic year	£89385.00
Recovery premium funding allocation this academic year	£0
Children looked after	£2630.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92015.00

Part A: Pupil premium strategy plan

Statement of intent

Our Trust's Vision for Pupil Premium

PACE Academy Trust is committed to reducing gaps in opportunity, engagement and achievement between disadvantaged children and their peers. We recognise this as an absolutely fundamental part of our work. We aim to identify and reduce or remove barriers to learning for all disadvantaged pupils, and to use Pupil Premium funding to help diminish differences between the attendance, well-being and learning outcomes of disadvantaged pupils and their peers.

At Keston, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about your starting points but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential.

We aim:

- To motivate, to inspire and to expect all children to achieve more than they have achieved before
- To ensure staff believe that there are “no limits” to what our children can achieve and that “no excuses” are made for underperformance
- To provide a safe, secure and stimulating environment in which all children can succeed and be respected for whom they are
- To encourage care, consideration and respect for all members of the school community
- To encourage children to take responsibility for their own learning and their own wellbeing
- To value all members of the school community as individuals
- To help children acquire knowledge and skills relevant to life in a fast-changing world - to leave our school better prepared for life in secondary school and adulthood.
- To develop a co-operative working partnership between all staff, parents and governors to benefit all children in our care

This pupil premium strategy plan will allow us to give our children the best chance to achieve their best by using targeted support, interventions and programmes.

In PACE Academy Trust, support for disadvantaged children fits into three broad categories, all of which are equally importance:

- **Ensuring Access** - supporting children and families to access quality learning
- **Broadening Horizons** - providing children with experiences that widen their opportunities and increase their cultural capital
- **Raising Achievement** - supporting children to achieve the very best that they can academically

Within these categories, activities offered by schools could include, but may not be limited to, the following:

Ensuring Access	Broadening Horizons	Raising Achievement
<ul style="list-style-type: none"> • working with Pace’s family worker to improve attendance and punctuality • providing children and families with curriculum packs and resources to support learning at home • providing free or reduced cost uniform or PE kit, including for children starting Reception • providing other free or reduced equipment, such as water bottles and book bags • offering free or reduced places at breakfast and after school clubs • providing financial support to allow access to educational visits and experiences • giving pastoral and emotional support - through, for example, nurture group ELSA, Lego therapy or specialist behaviour support - to improve access to or engagement with learning. 	<ul style="list-style-type: none"> • providing free or reduced cost access to extra-curricular clubs • provide opportunities for our pupils to develop their skills beyond the curriculum, taking part in cross country or football teams • ensuring that our pupils develop their leadership skills through roles such as prefixes, playground buddies, right respecting officers, team captains and school council • ensuring access to culture and the arts, through trips, experiences and a broad, challenging and diverse curriculum • enriching curriculum opportunities by providing free swimming and instrumental lessons • organising themed weeks, such as art or celebrate differences week • providing additional enrichment activities in school, such as visiting speakers, performers or coaches. 	<ul style="list-style-type: none"> • providing short-term targeted small group or 1:1 work, focussing on overcoming gaps in learning • organising literacy or numeracy booster groups • offering phonics club to our key stage one pupils, focusing on overcoming gaps. • holding individual writing conferences • providing learning mentor support or coaching for individual pupils • providing specialist Speech and Language support for children • ensuring that Class Teachers and Teaching Assistants understand their role in raising the achievement of disadvantaged children. • use adaptive teaching strategies to ensure that we provide equity for all our pupils. • have strong focus on Oracy in our lessons to support our pupils with language development and to better equip them for life beyond their primary education

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged family circumstances are complex and often challenging. Therefore, a high proportion of our disadvantaged pupils have emotional needs and require social, emotional and behavioural support. Many also lack confidence and self-esteem.
2	Attendance and punctuality of disadvantaged pupils is consistently lower than non-disadvantaged children. This links closely to challenge number 1. Attendance for disadvantaged pupils (as of November 2025) is 91.8%.
3	The gaps in basic skills among some disadvantaged pupils mean that many achieve lower outcomes than their non-disadvantaged peers.
4	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils- impacting on reading and writing attainment.
5	Many of our disadvantaged pupils are less engaged in learning. They are often reluctant to participate in class discussions, attempt activities, or risk making mistakes.
6	Support at home for some disadvantaged children is often limited, affecting the engagement of the family in home learning activities.
7	Reluctance in accessing a wider range of social activities such as clubs, trips and family events which support their personal, social and emotional development and their cultural capital.

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	School Improve ment Plan Link
Disadvantaged children with complex family needs receive the necessary emotional, social and behaviour support to be able to access school and learning. (Challenge 1)	<ul style="list-style-type: none"> School works closely with individual families and appropriate outside agencies to support families and children. Targeted disadvantaged children have access to mentoring and ELSA, Lego and drawing therapy, game changers support as needed. 	Objective 1
To improve the attendance and punctuality of disadvantaged pupils. (Challenge 2)	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group has increased to above 96.8%. There has been a significant drop in the number of late marks for our disadvantaged children. 	Objective 1 Additional Action 1
Disadvantaged pupils make accelerated progress in basic skills in order to narrow the attainment gaps (Challenge 3)	<ul style="list-style-type: none"> Internal data reflects an increased percentage of disadvantaged pupils making more than expected progress across all year groups. High number of disadvantaged pupils to make accelerated progress. End of phase data reflects a narrowing gap between disadvantaged pupils and non-disadvantaged peers. 	Objective 2 Objective 3 Objective 4
Improved oral language skills and vocabulary among disadvantaged pupils. (Challenge 4)	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 	Objective 2 Objective 3 Objective 4
Disadvantage pupils develop a positive attitude toward learning by feeling safe to participate, take risks, and make mistakes without fear of judgment. They engage actively in lessons, show increased confidence in class discussions, and demonstrate ownership of their learning through improved effort and persistence. (Challenge 5)	<ul style="list-style-type: none"> Children regularly contribute to discussions, attempt tasks independently, and respond positively to feedback. Evidence of improved engagement includes higher participation rates, willingness to try challenging activities, and consistent demonstration of resilience, curiosity, and application of prior learning to new contexts. 	Objective 2
Provision of additional resources to be used at home to support and enrich disadvantaged children's learning.	<ul style="list-style-type: none"> Effort and resilience in learning tasks. Disadvantaged children will have home access to practical resources to support learning. 	Objective 2 Objective 4

(Challenge 6)	<ul style="list-style-type: none"> Disadvantaged children will participate in positive learning experiences. 	
Disadvantaged pupils have equitable access to curricular and extracurricular activities and take part in visits / activities that will extend their life experiences and learning.	<ul style="list-style-type: none"> Percentage of disadvantaged pupils attending clubs and additional activities is in line with non-disadvantaged children. 	Objective 2 Objective 3 Objective 4
(Challenge 7)		

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 £65,000) *(to include training programmes and release time)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff have access to a high quality CPD programme. For example: <ul style="list-style-type: none"> Quality First Teaching Assessment for Learning Behaviour Oracy Project Writing SEND Hemisphere training 	EEF - quality first teaching https://thirdspacelearning.com/blog/quality-first-teaching/ Hemisphere Education Build racial literacy. Reprogramme your brain. Change outcomes.	3 4 5
Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary Arbor	4 5
Vocabulary rich environment	Vocabulary rich environment Specific intervention and resources that support and promote vocabulary development and retention EEF https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term	4

Vocabulary is a focus at the beginning of each new unit of work across subjects and pupils are exposed to subject specific vocabulary using specifically designed vocabulary mats. Use of widgets in class to make that accessible to all learners.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
EYFS pupils are exposed to regular rhymes, singing, books and discussion to acquire new vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3
PACE Learning Coaches	https://thirdspacelearning.com/blog/quality-first-teaching/	3 4 5
Basic Skills: Targeted Maths, English sessions, during and after school intervention groups including Multiplication interventions, phonics, SATS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Member Login Letters and Sounds	3 5
Writing: Develop teacher pedagogy focused in raising attainment in writing and reading	EEF T & L toolkit, teacher subject knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4

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

Budgeted cost: 17,015.00 (to include additional teacher and TA support with on costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA and Teacher delivered targeted support interventions for English and Maths includes specific targets and are tracked for impact. (Inc. PiXL, Toe by Toe, Phonics, etc)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at AR and above	3 5

	https://www.pixl.org.uk/ Member Login Letters and Sounds	
Specific intervention and resources that support and promote vocabulary development and retention	Sutton trust toolkit – oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term	4

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

Budgeted cost:10,000 (to include additional Family Worker attendance and welfare support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Worker to support families to ensure high levels of attendance and punctuality	High attendance and punctuality have a positive impact on children’s academic confidence and attainment. Parental engagement has a positive impact on average of 4 months’ additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/improving-attendance-at-school	2
Provision of subsidised school uniform	Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	4
Senior Leaders to meet with disadvantaged families to build relationships and engage parents	Parental engagement has a positive impact on average of 4 months’ additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk) https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1669055083	4

Access to Breakfast Club and After School Club places	https://www.gov.uk/government/publications/improving-attendance-at-school	4
Learning and revision packs provided to all disadvantaged children across the school	Children are able to engage appropriately with home learning activities, supporting good progress and attainment	4
Children have access to a range of high-quality school trips and extra-curricular activities and clubs	<p>We aim to ensure that every pupil has access to high-quality educational visits and experiences that enrich learning and broaden horizons. These opportunities are especially important for children from disadvantaged backgrounds, helping to expand their prospects and aspirations.</p> <p>These include:</p> <ul style="list-style-type: none"> • School trips and visits • Y6 Residential • Range of after school clubs / lessons where children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers 	6
Provision of ELSA. Lego and drawing therapy or game changers to support for targeted disadvantaged children	<p>To support vulnerable children with emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF</p>	1
Provision of mentor to support leadership and self-esteem of disadvantaged pupils	<p>Research shows that mentoring can have a positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. We have run this programme for many years and have seen the benefits for our children both academically and socially.</p> <p>Mentoring EEF</p>	1
Understanding individual children's needs and then making reasonable adjustments through, Pupil Premium Passports - child and teacher perspective	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf	4
Understanding family needs and providing support as need e.g.- access to food bank and food vouchers,	https://www.bera.ac.uk/publication/food-banks-in-schools	4

providing parent gym course and workshops etc		
Support from outside agencies including behaviour, EP, Speech and Language Family Support worker	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4
Delivery of various workshops for parents to better support their children at home with their learning e.g. Phonics, Maths, early language development.	Working with Parents to Support Children's Learning EEF Parental engagement EEF Parental Engagement in Early Reading Lincolnshire Research School Posters	3 4 6

Total budgeted cost: £ 92015.00

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 2024 to 2025 academic year.

Comprehensive Support and Success for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, EYFS profile and phonics check results and our own internal assessments. Data from tests and assessments demonstrates a mixed picture with some children in receipt of Pupil Premium fund doing well while others are still performing below our expectations.

1. Academic Excellence

Phonics Achievement: Every disadvantaged pupil by Year 2 successfully passed the phonics screening check, reflecting the effectiveness of high-quality teaching and targeted interventions in early reading.

2. Enrichment Opportunities

Extra-Curricular Engagement: The number of disadvantaged pupils participating in extra-curricular activities has increased. The school ensured all pupils had access to clubs, with some places funded and others offered at no cost. These activities ranged from sports to creative arts, providing pupils with diverse opportunities to discover and develop their interests.

Educational Experiences: Every disadvantaged pupil took part in enrichment activities, including school trips, residential, and workshops designed to enhance their curriculum learning. These experiences not only supported academic understanding but also contributed to social development, teamwork, and cultural capital.

3. Home Learning Resources

Disadvantaged pupils were equipped with essential learning tools such as stationery, phonics mats, number lines, and other resources to help them consolidate their skills at home.

This proactive approach supported families, ensuring that barriers to home learning were minimised and children could continue their education effectively beyond the classroom.

4. Pupil Premium Reviews

Individualised Monitoring: Each disadvantaged pupil has a detailed Pupil Premium passport, which is reviewed termly. These documents capture the breadth of support provided, including academic interventions, enrichment opportunities, and personal development activities.

Tailored Support: Termly review meetings with class teachers provide a platform to discuss any changes in family circumstances, as well as emerging personal, social, or emotional needs (PSED). This ensures that the support offered remains relevant and responsive to each child's unique situation.

5. Learning Walk Insights

Representation and Inclusion: School-wide learning walks highlighted the visibility of disadvantaged pupils' work and voices in classroom and corridor displays. This consistent representation reflects the school's commitment to building self-confidence and a sense of belonging.

6. Focused Academic Interventions

Maths and English: Disadvantaged pupils benefited from targeted interventions in Maths and English delivered by teachers. These sessions used a range of resources, including the PIXL framework and Little Wandle assessments to address specific gaps in learning. The positive progress made by pupils highlights the success of these interventions.

Year 4 Multiplication Interventions: Specific timetables interventions were implemented in Year 4 to address gaps in fluency and recall. This initiative had a significant impact, with pupils demonstrating marked improvements in their Multiplication Tables Check (MTC) outcomes and overall confidence in Maths.

7. Enhanced Emotional and Leadership Development

Emotional Literacy Support: The school now has two (2) trained Emotional Literacy Support Assistants (ELSAs). LEGO therapy, Draw and Talk and Game Changers have been introduced. These staff members provide one-to-one and small-group support for pupils, addressing emotional well-being and resilience. Some disadvantaged pupils have directly benefited from this targeted provision.

We can, and will, improve further. We will ensure that we achieve our targets for 2025/26. To ensure that our strong curriculum is being learnt by all pupils, irrespective of their background, we will continue with the academy focus of attendance and high quality CPD that empowers teachers to be even better at their craft.

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
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Timetables Rockstars	Maths Circle
PiXL	Partners in Excellence
ELSA	ELSA Network
Power of Reading	CLPE
Nessi	
Spelling Shed	Education Shed
Testbase	AQA
Numberblocks Support Materials	NCETM
Mrs Mactivity EYFS, KS1 & KS2 Primary Resources	Mrs Mactivity
Project Evolve	
Picture News	
Raspberry Pi	National centre for computing education