

Pupil premium strategy statement – Kilburn Infant & Nursery 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	98
Proportion (%) of pupil premium eligible pupils	23% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2029
Date this statement was published	01.07.26
Date on which it will be reviewed	Summer 2027
Statement authorised by	J. Baillie (HT)
Pupil premium lead	J. Baillie (HT)
Finance & Premises Governor	L. Swinfield (DHT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,910
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£32,910

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Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good+ progress from their starting points all ELGs/subject areas. Our aspiration is that all Pupil Premium Disadvantaged (PPDA) will achieve 'Secure' or above by the end of Year 2, matched to their starting points. The focus of our pupil premium strategy is to support all disadvantaged pupils including progress for those who are already high attainers.

We will consider & action the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

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Our assessments, observations and discussions with pupils & parents show that the main challenges are:	
1	Pupils enter Nursery or Reception with 'well below' typical communication and language skills
2	Some PPDA do not have access to books at home or a local library. Reading and Phonic skills are 'well below' on entry to school
3	The village of Kilburn is isolating for families without access to transport or adequate finances. Facilities in Kilburn are limited e.g. social and physical activities. There is one main park and a Village Hall and no access to a Leisure Centre, Family Hub, or Children's Centre
4	Some PPDA do not have financial opportunities of peers/adequate school equipment/ access to extra-curricular experiences/inadequate housing
5	Some PPDA with the widest gap in financial parity have parents who had a negative experience of school themselves and do not prioritise the importance of attendance or parental academic support for the child at home
6	Some families can be reluctant to ask for support when needed and families have not previously met the threshold for support from Health visitors etc

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
Improved language & communication skills	Above local & national data
Improved Phonic & Reading skills	Above local & national data
Sign-posting of activities for families and provision of extra-curricular activities and visits/visitors for pupils	Improved access and take-up of wider opportunities
Reduction of financial dis-advantage and improved self-esteem, well-being, happiness	All pupils have equal access to clubs, uniform, visits, school equipment. All eligible pupils receive PPDA funding
Improved attendance	Attendance for all pupils is 95%+
Early Support and Early Help Offer	Interventions by school & multi-agencies are quickly put into place for pupils & families when needed

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Activity in this academic year

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

Teaching

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Plan - 2025/6: Communication & Language in EYFS - 2026/7: Communication & Language in order to raise achievement in Writing progress	Evidence from staff and progress/achievement data show this approach has a strong impact	1
- ECAT – all EYFS to be trained in teaching & provision of environment. - 'Speech & Language' intervention programmes for specific pupils - staff training	Evidence from staff and progress/achievement data show this approach has a strong impact	1
- Makaton.. continued provision by staff to enable access to curriculum & provision by non-verbal pupils - staff training	Evidence from staff and progress/achievement data show this approach has a strong impact	1
Phonics... continued priority on high-quality delivery of scheme 'Super Sonic Phonic Friends' + wider provision & interventions - staff training	Evidence from data shows this approach has a high impact Phonics Check 2026: All = 90% (27/30) PPDA = 71% (5/7 – x2 SEND)	2

Targeted academic support

Budgeted cost: £30,160

Activity	Evidence that supports this approach
'Next Steps' individual goals for all PPDA pupils	School evidence shows that when all staff know the 'Next Steps' for a PPDA pupil then progress/achievement is accelerated

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Pupil interventions – additional staffing	School evidence shows that quality 1:1 & small group interventions have a high impact
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Wider strategies

Budgeted cost: £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sign-posting of local activities and support groups	Evidence from parents/carers/pupils shows that take-up is high	3
Financial parity at school – ensure all eligible receive funding e.g. school uniform; class visits	Evidence from staff/pupils/parents shows that pupils have higher levels of happiness, well-being & self-esteem	4
Improved attendance – monthly monitoring + support + positive recognition	Evidence shows that where families have been supported the achievement/progress of the pupil has improved significantly	5
Strong home-school relationships	School evidence shows that when non-engaging parents become supportive of school there is a high impact on pupils	5 + 6
Early Support and Early Help Offer + monthly Pupil 'Welfare Checks'	Evidence from families/pupils/staff show that pupils thrive & family well-being improves when support is in place	6
PPDA Individual Tracking Sheets/Case Studies	Evidence shows that by recognising the 'whole child', positive impact can be made – Additional Information, Strengths, Current interventions, Achievement	--
'Class on a Page'	Strategy from Pupil Premium training for Governors. Evidence shows that when all staff, including supply cover teachers, know who the PPDA pupils are then there is a positive impact	--
School Improvement Plan – Priority 3	Inclusion in the 4-part SIP prioritises PPDA provision, achievement, progress	--
Termly 'Pupil Progress Meetings' + data tracking	Continued monitoring of interventions/achievement/progress has a high impact	--

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Part B: Review of the previous academic year 2025/6

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils using EYFS and Key Stage 1 performance data, Phonics Check data and our own internal assessments. There has been no DfE school's performance data since 2023.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level using the last DfE data from 2023.

2026 data at the end of Year 2 shows that PPDA (minus SEND) achieved higher than 'All' for Reading and Writing:

- Reading 'All' at Secure = 81%
- Reading 'PPDA' at Secure = 87% (7/8 pupils)
- Writing 'All' at Secure = 55%
- Writing 'PPDA' at Secure = 62% (5/8 pupils)

In Maths, Secure achievement for 'All' = 71% and PPDA = 62%

Of note:

KINS prioritises the focus on Reading and Phonics which has impacted achievement on 'All' and specifically PPDA pupils:

- 2024 ELG for Reading = 62%
- 2026 (same cohort) Reading 'Secure' = 87% (7/8 pupils)

Our analysis shows that all PPDA pupils made 'Good+' progress from their starting points, including those with higher & lower achievement on entry to school.

Attendance among disadvantaged pupils was 96%, in line with their peers in 2025/6 at 96%. We aim for all pupils to have parity for attendance and raising the attendance of our disadvantaged pupils will continue to be a focus of our current plan and School Improvement Plan.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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Externally provided programmes

We do not use any externally-funded programmes.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice using information from current research.. ‘Education Endowment Fund’, ‘NGA’ ‘Ambition Institute’; ‘best practice’ ideas from other schools; training; visits to other schools e.g. Parklands Primary, Leeds
- prioritising mental health and well-being to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated if activity undertaken in previous years had a positive impact on PPDA pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class ‘Book Looks’, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Our pupil premium strategy is looked at, discussed, amended and improved by our Finance Governors and Full Governing Board.