

Pupil Premium Strategy Statement Kingfisher School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2025/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jay Hart Executive Headteacher
Pupil premium lead	Nicola Smith Deputy Headteacher
Governor / Trustee lead	Alan Dennett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,850
Pupil premium funding carried forward from previous years	£000
Total budget for this academic year	£92,850

Detail Data

School name: Kingfisher School

Academic year covered by this statement: 2025–2028

Date of most recent pupil premium review: September 2025

Date for next review: September 2026

Total pupil premium funding allocated this year: £92,850

Number of pupils eligible for pupil premium: 89

Date this statement was published: Updated December 2025
Date on which it will be reviewed: Next Review December 2026
Pupil premium lead: Nicola Smith
Statement authorised by: Jay Hart
Governor / Trustee lead: Alan Dennett

Part A: Pupil Premium Strategy Plan

Statement of intent

At Kingfisher School, our mission is to ensure that all pupils, regardless of background, are equipped with the skills, knowledge, and experiences they need to thrive both in school and beyond. We use pupil premium funding strategically to help us achieve and sustain positive outcomes for our disadvantaged pupils.

While socio-economic disadvantage is not always the primary barrier faced by our pupils, we recognise that disadvantaged learners often experience additional challenges that can impact:

- Academic attainment
- Progression to further and higher education
- Employability
- Access to social and enrichment opportunities

Our approach is rooted in the principles of equity, inclusion, and personalised support. We prioritise:

- High-quality teaching, targeted to areas where disadvantaged pupils need it most
- Robust diagnostic assessment, to identify individual needs and strengths
- Access to a broad and balanced curriculum, including therapeutic and vocational pathways

Although our strategy is focused on disadvantaged pupils, many of our interventions are whole-school and benefit all learners, particularly those with SEMH and neurodiverse profiles. We aim to raise outcomes for all pupils, ensuring that progress is not limited by background or label.

We are committed to:

- Supporting pupils to develop independent life skills, social confidence, and emotional resilience
- Providing high-quality careers guidance, work experience, and transition support into further education or employment
- Addressing the ongoing impact of the COVID-19 pandemic, including through targeted tutoring and wellbeing support

Our strategy is driven by the individual needs and aspirations of each young person. We reject assumptions and stereotypes, instead using formal and informal assessments to guide our decisions. This ensures that every pupil receives the support they need to prepare for adulthood with confidence and purpose.

Challenges

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

Challenge No.	Detail of Challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Assessments, observations, and pupil discussions indicate that disadvantaged pupils are more likely to experience language comprehension difficulties than their peers.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including limited language and social interaction difficulties.
4	Observations and family conversations reveal that disadvantaged pupils typically have fewer opportunities to build cultural capital outside of school.
5	Many disadvantaged pupils require additional support to develop personal and life skills, such as independent travel, self-regulation and self-management.

Intended Outcomes and Success Criteria (by 2027/28)

Intended Outcome	Success Criteria
Improved attainment in all subjects, especially maths	End-of-year assessments indicate encouraging progress across the cohort, including students with significant gaps in learning and complex special educational needs. A higher proportion of disadvantaged pupils were supported to access GCSEs, particularly in mathematics, reflecting inclusive and personalised approaches. The attainment gap has narrowed

Intended Outcome	Success Criteria
	demonstrating the impact of targeted interventions and consistent, needs-led support.
Improved language comprehension	Assessment data shows a reduction in the disparity between disadvantaged pupils and their peers in language comprehension, with the gap narrowing. When considered in relation to pupils' complex special educational needs, this progress highlights the effectiveness of tailored interventions, therapeutic support, and differentiated communication strategies in promoting more equitable outcomes.
Enhanced expressive communication	Pupils demonstrate progress in using a range of communication systems, as evidenced by termly EHC plan outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Observations and family feedback show increased pupil engagement with the wider community and improved preparation for adulthood.
Improved readiness for further education, employment, or training	Pupils who are disadvantaged including those with social, emotional and mental health (SEMH) needs, are supported through a personalised careers programme that includes high-quality vocational learning, where appropriate meaningful work experience, and targeted mentoring. By 2026/27, progression rates to further education, training or employment will improve year-on-year, working towards parity with national averages and closing the gap in post-16 outcomes.

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.

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will develop and implement a structured training programme for Teaching Assistants and Teachers to deliver high-quality, targeted maths interventions and classroom support. This programme will align with DfE guidance and be informed by collaboration with the local Research School and Maths Hub to ensure evidence-based practice. Through ongoing CPD and supervision, we will equip staff with the skills and strategies needed to provide consistent, tailored support that addresses gaps in mathematical understanding and improves access to high-quality maths provision across the school.</p>	<p>Evidence Base for Whole-School Maths Development</p> <p>This approach is grounded in the Department for Education’s non-statutory guidance, developed with the National Centre for Excellence in the Teaching of Mathematics (NCETM). The guidance emphasizes a whole-school approach to improving mathematical outcomes through:</p> <ul style="list-style-type: none"> • High-quality classroom teaching led by Teachers, ensuring structured mathematical thinking and progression. • Targeted interventions delivered by Teaching Assistants to address gaps and reinforce learning. • Consistent use of evidence-based strategies and resources across lessons and interventions. <p>Key documents informing this approach include:</p> <ul style="list-style-type: none"> • Mathematics Guidance: Key Stages 1 and 2 • Teaching Mathematics at Key Stage 3 <p>By embedding CPD for Teachers and structured training for TAs, we ensure coherence between classroom practice and intervention. This aligns with national recommendations to close attainment gaps and improve outcomes for all learners.</p>	<p>1</p>

<p>To improve access to high-quality literacy and phonics support across Key Stages 2 and 3, we will implement a whole-school development programme for Teachers and Teaching Assistants (TAs). This initiative will provide structured CPD for Teachers to strengthen classroom practice in phonics, reading fluency, vocabulary development, and comprehension, alongside targeted training for TAs to deliver regular, evidence-based interventions.</p> <p>The programme will be developed in collaboration with our local English Hub and Research School, ensuring alignment with Department for Education (DfE) guidance and best practice. By embedding consistent strategies across lessons and interventions, we aim to close gaps in reading and literacy development—particularly for pupils who have not yet secured foundational reading skills or who struggle to access the curriculum due to poor literacy.</p>	<p>Evidence Base for Whole-School Literacy and Phonics Development</p> <p>This approach is underpinned by DfE guidance and validated literacy and phonics programmes, drawing on research-informed strategies for effective literacy instruction across Key Stages 2 and 3. It emphasizes high-quality classroom teaching by Teachers alongside structured interventions by Teaching Assistants, ensuring consistency and coherence across the school.</p> <p>Key sources include:</p> <ul style="list-style-type: none"> • The Reading Framework (2023) – guidance for teaching reading, including catch-up phonics and fluency support in KS2. • Letters and Sounds: Improving Outcomes in Phonics • Validated Systematic Synthetic Phonics (SSP) Programmes • EEF Guidance Reports: <ul style="list-style-type: none"> ○ <i>Improving Literacy in Key Stage 2</i> ○ <i>Improving Literacy in Secondary Schools</i> <p>Core principles of this whole-school approach:</p> <ul style="list-style-type: none"> • Catch-up phonics for pupils in KS2 and KS3 who have not mastered decoding. • Explicit teaching of vocabulary and comprehension strategies in lessons. • Use of high-quality, age-appropriate texts matched to pupils’ reading stage. • Structured interventions with regular progress monitoring. • Consistent application of evidence-based approaches across all staff. <p>By embedding CPD for Teachers to strengthen classroom practice and training for TAs to deliver focused interventions, we align with national recommendations to improve reading</p>	
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	<p>fluency, comprehension, and overall literacy outcomes for all learners in Key Stages 2 and 3.</p>	
<p>To strengthen language and communication skills within an SEMH environment, we will implement a whole-school teaching and learning approach that integrates targeted strategies into everyday classroom practice. This will include: CPD for Teachers and TAs on supporting speech, language, and communication needs (SLCN) within SEMH contexts. Embedding structured oral language activities (e.g., dialogic teaching, sentence stems, and vocabulary scaffolds) across lessons.</p> <p>Using visual supports, modelling, and structured routines to reduce cognitive load and support expressive/receptive language.</p> <p>Incorporating social communication interventions (e.g., role-play, collaborative tasks) to build confidence and interaction skills.</p> <p>Regular monitoring and feedback to ensure consistency and impact across the curriculum.</p>	<p>Evidence Base for Language and Communication Development</p> <p>This approach is supported by research and national guidance emphasising the link between language development, emotional regulation, and academic success for pupils with SEMH needs. Key sources include:</p> <ul style="list-style-type: none"> • Education Endowment Foundation (EEF) – Oral Language Interventions Evidence shows that structured oral language activities, vocabulary instruction, and dialogic teaching can significantly improve communication skills and overall attainment, particularly for disadvantaged learners. • The Communication Trust – “Supporting Spoken Language in Schools” Highlights the importance of embedding language strategies across the curriculum and training staff to recognize and respond to speech, language, and communication needs (SLCN). • DfE Guidance on Special Educational Needs and Disabilities (SEND) recommends integrated approaches to language development within teaching and learning, especially for pupils with SEMH and co-occurring SLCN. • ICAN and RCSLT Research <p>Demonstrates that targeted interventions combined with whole-class strategies improve expressive and receptive language, social communication, and emotional wellbeing.</p>	<p>2, 3</p>

<p>This approach will be informed by EEF guidance on oral language interventions, Communication Trust resources, and best practice for SEMH settings, ensuring that language development is embedded alongside emotional regulation and engagement.</p>	<p>Core principles supported by evidence:</p> <ul style="list-style-type: none"> • Embedding oral language strategies in lessons improves engagement and comprehension. • Structured vocabulary teaching and modelling support cognitive and emotional development. • Social communication activities (e.g., role-play, collaborative dialogue) enhance confidence and peer interaction. • Consistent staff training ensures sustainability and impact across the school. 	
<p>To strengthen cultural capital for pupils in an SEMH setting, we will embed enriching experiences and opportunities into our whole-school approach to teaching and learning. This will include:</p> <p>Enrichment Trips and Experiences: Provide regular visits to museums, theatres, outdoor learning spaces, and local cultural landmarks to broaden pupils' horizons and connect learning to real-world contexts.</p> <p>Community-Based Learning: Use the local environment for projects and activities that develop social communication, confidence, and practical life skills.</p> <p>Curriculum Integration: Incorporate cultural references, diverse texts,</p>	<p>Evidence Base for Cultural Capital through Enrichment in SEMH Environments</p> <ul style="list-style-type: none"> • Ofsted Education Inspection Framework (EIF) Emphasises the importance of cultural capital in preparing pupils for success in life, ensuring disadvantaged pupils have access to enriching experiences beyond their immediate environment. • SEND Code of Practice (DfE) Encourages inclusive approaches that provide opportunities for personal development and social interaction, which are essential for pupils with SEMH needs. • The Communication Trust & ICAN Research Demonstrates that exposure to varied language-rich environments and cultural experiences supports speech, language, and communication development. • DfE Guidance on Special Educational Needs and Disabilities recommends integrated approaches to language development and enrichment within teaching and learning, especially for pupils with SEMH and co-occurring SLCN. 	<p>4</p>

<p>and experiential learning into lessons to make content meaningful and accessible.</p> <p>Targeted Interventions: Support pupils to reflect on experiences through structured language activities, discussion, and creative expression to reinforce understanding and emotional regulation.</p> <p>Family Engagement: Work with families to extend cultural experiences beyond school, offering guidance and resources to support participation.</p> <p>This approach addresses the barriers faced by disadvantaged pupils in SEMH settings, where limited access to cultural experiences can impact language development, confidence, and aspiration. By embedding cultural capital into our teaching and learning strategy, we aim to promote engagement, resilience, and improved outcomes.</p>	<p>Why this matters:</p> <ul style="list-style-type: none"> • Pupils with SEMH often have restricted access to cultural experiences outside school, limiting vocabulary, confidence, and aspiration. • Enrichment activities and community-based learning help build resilience, social skills, and engagement with education. • Embedding cultural capital into the curriculum supports both academic progress and emotional wellbeing. 	
<p>To improve readiness for work and raise aspirations among pupils eligible for Pupil Premium, we will implement a careers and life skills development programme that includes:</p>	<p>Evidence Base for Careers and Readiness-to-Work Strategy</p> <p>Careers Advice & Guidance</p> <ul style="list-style-type: none"> • Gatsby Benchmarks provide an evidence-based framework for careers education. Schools implementing these benchmarks report higher career 	

<p>Careers Education and Guidance: Provide access to a qualified careers advisor and tailored advice for post-16 pathways.</p> <p>Enterprise and Life Skills: Deliver workshops on financial literacy, communication, teamwork, and problem-solving to prepare pupils for employment and independent living.</p> <p>Community Engagement: Organise projects and volunteering opportunities within the local community to build confidence, social responsibility, and employability skills.</p> <p>Curriculum Integration: Embed careers-related learning and real-world applications into lessons to make learning relevant and aspirational.</p> <p>This approach aims to equip disadvantaged pupils with the knowledge, skills, and experiences needed to transition successfully into further education, training, or employment.</p>	<p>readiness, increased aspirations, and improved outcomes for disadvantaged pupils.</p> <ul style="list-style-type: none"> • DfE Careers Strategy and statutory guidance mandate independent careers guidance from Year 7 onward, emphasising structured provision such as careers advisors and employer encounters as essential for successful transitions. <p>Career Interventions & Self-Efficiency</p> <ul style="list-style-type: none"> • Research shows that career guidance workshops, integrating self-awareness, career exploration, and decision-making, significantly increase students' career self-efficiency and goal-setting. • Meta-analyses indicate moderate-to-strong effects of school-based career interventions on decisiveness and future orientation. <p>Life Skills, Enterprise, and Community Engagement</p> <ul style="list-style-type: none"> • Life skills education fosters self-regulation, resilience, communication, and socio-emotional competencies linked to both academic and vocational success. • Enterprise education and community projects promote confidence, teamwork, problem-solving, and employability skills essential for post-school life. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£77,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sports based intervention including Redgate Sports, football factory and school-based mentors/support workers.</p> <p>To improve physical health, emotional wellbeing, and engagement for pupils implement a sports and mentoring programme that includes:</p> <p>1:1 Sport and Mentoring: Provide individualized sessions combining physical activity with mentoring to build confidence, resilience, and positive relationships.</p> <p>Small Group Sport and Wellbeing Activities: Deliver structured group sessions focused on teamwork, communication, and emotional regulation through sport.</p> <p>Targeted SEMH Interventions: Use sport as a therapeutic tool to support self-regulation, reduce anxiety, and promote social interaction in a safe, supportive environment.</p>	<p>Evidence Base Supporting Sports Mentoring Interventions</p> <p>Team Sport Participation Reduces Mental Health Difficulties A study of adolescents found that participation in team sports was associated with significantly lower emotional and behavioural problems including anxiety, depression, attention issues, and social difficulties in contrast to non-participants or individual sport participants.</p> <p>Structured Sport Interventions Improve SEMH A 2025 systematic review of structured sport and exercise programmes including circuit training, dance, and team sports reported consistent clinical improvements in anxiety and depression among adolescents with mild to moderate mental health challenges.</p> <p>Physical Activity Enhances Emotion Regulation A meta-analysis combining randomized controlled trials demonstrated that physical exercise significantly improves emotion regulation and equips individuals with better strategies to process emotions.</p> <p>Peer/Sports Mentoring Boosts Confidence and Social Skills A UK-based study evaluating a peer-led physical activity mentoring programme found that mentees reported increased physical activity levels, improved mental health awareness, greater confidence, and enhanced social relationships. Mentors also developed empathy, leadership, and communication skills</p> <p>Inclusive PE Enhances Social and Cognitive Skills in SEMH Pupils A systematic review emphasised that a holistic, student-centred approach to physical education supports emotional, social, and cognitive skill</p>	<p>4, 5</p>

	development. It recommended teacher training and inclusive pedagogies tailored to SEMH pupil	
<p>To improve emotional wellbeing, resilience, and engagement for pupils eligible for Pupil Premium, we will implement a whole-school structured mentoring programme that provides tailored support through a range of approaches, including:</p> <p>Walk and Talk & Draw and Talk: Informal, relationship-based mentoring strategies to help pupils express feelings and build trust.</p> <p>Support for Autism: Mentoring approaches adapted to meet the needs of pupils with autism, focusing on communication, social understanding, and emotional regulation.</p> <p>Safety and Anxiety Support: Targeted sessions to help pupils understand personal safety, manage anxiety, and develop coping strategies.</p> <p>Therapeutic Interventions: Incorporate LEGO Therapy, Play Therapy, and other creative, evidence-based approaches to develop social skills, problem-solving, and emotional expression.</p> <p>Staff CPD Programme: Deliver training for Teachers and TAs on mentoring techniques, therapeutic strategies, and SEMH best</p>	<p>Evidence Base for Whole-School Mentoring Programme</p> <ul style="list-style-type: none"> • DfE Guidance on Mental Health and Wellbeing in Schools Recommends structured, whole-school approaches to emotional wellbeing, including mentoring and therapeutic interventions, as part of a graduated SEMH support model. • SEND Code of Practice (DfE) Emphasises the need for tailored interventions for pupils with additional needs, including autism and anxiety, delivered by trained staff. • The Education Endowment Foundation (EEF) Social and Emotional Learning Evidence shows that structured mentoring and therapeutic approaches (e.g., LEGO Therapy, Play Therapy) improve emotional regulation, resilience, and engagement, which are critical for disadvantaged pupils. • The Communication Trust & ICAN Research Highlights the importance of language-based interventions such as Draw and Talk and structured conversation strategies to support communication and emotional expression. • National Autistic Society Guidance Supports mentoring and structured programmes for pupils with autism to develop social understanding and reduce anxiety. <p>Why this matters:</p> <ul style="list-style-type: none"> • Disadvantaged pupils and those with SEMH needs often experience barriers to learning due to anxiety, poor emotional regulation, and limited social skills. 	3, 4, 5

<p>practice to ensure consistent, high-quality delivery across the school.</p> <p>This programme will be embedded into the school's SEMH provision, ensuring sustainability and impact. The aim is to foster positive relationships, improve mental health, and support pupils' readiness to learn.</p>	<ul style="list-style-type: none"> • Mentoring combined with therapeutic interventions and staff CPD ensures consistent, high-quality support across the school. • Embedding these strategies improves wellbeing, engagement, and readiness to learn, aligning with statutory guidance and best practice. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To broaden pupils' ability to cope in a range of social situations and enhance cultural awareness, we will provide cultural trips and structured social skills activities. These experiences will:</p> <p>Expose pupils to new environments and cultural contexts, helping them develop confidence and adaptability.</p> <p>Include planned social interaction activities to build communication, teamwork, and problem-solving skills.</p> <p>Be integrated into the curriculum to reinforce learning and support</p>	<p>Evidence Supporting Cultural Trips & Social Skills Activities</p> <p>Enhanced Social Skills in SEND Pupils Primary school teachers report that school trips significantly benefit students with SEND, facilitating social skills development and increased engagement by placing learners in real-world contexts where they must collaborate and adapt.</p> <p>Teamwork, Communication & Leadership Educational resources highlight that school trips offer rich opportunities for teamwork, problem-solving, leadership, and improved communication. Such trips, including museum visits and scavenger hunts, help students practice collaboration and social interaction in new environments.</p> <p>Development of Social Responsibility Through Community-Based Projects A study on community service learning found that students improved in social responsibility</p>	<p>2, 3. 4</p>

<p>emotional regulation in real-world settings.</p> <p>This approach aims to strengthen pupils' resilience, social competence, and engagement, particularly for those with SEMH needs or limited access to cultural experiences outside school.</p>	<p>and social skills after engaging in community-based programs. Service learning fosters social awareness, empathy, and communication key components of social competence.</p> <p>Cultural Capital Linked to Academic Performance</p> <p>Research observes a positive correlation between students' cultural capital (e.g., exposure to cultural events and diverse experiences) and academic performance, suggesting that enrichment activities can boost cultural comprehension and confidence, supporting wider educational outcomes.</p>	
<p>Public transport training for Year 9-11 pupils. Involves CPD and release time for staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Travel to school for children of compulsory age - Department for Education</p>	<p>5</p>

Total budgeted cost: £92,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

As the demographic of the school is largely disadvantaged (98%) due to the designation of the school, the data around performance is significantly skewed in comparison to most education settings. Therefore, the analysis of performance would need to be across a whole school setting, and would be in terms of next-steps success, mental health support and capacity to engage in further learning/work, rather than a numerical comparator.

In light of this we have analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

Based on all the information above, the performance of our disadvantaged pupils meet expectations, when considered in relation to the identified special educational needs of the

students, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the school performs above expectation in terms of pupil hard and soft outcomes, with exam results being above expectation from starting point and next steps outcomes demonstrating a significant success in terms of following placements and access to work.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Sports Mentoring	Redgate Sports
Individual and group mentoring	More Talk More Action
Therapeutic Farm	Green Fingers
Sports Mentoring	KD's Coaching
Sports Mentoring	Football Factory
WAM training	CCN Team