Pupil premium strategy statement
Kingfisher Hall Academy

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingfisher Hall Primary Academy
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	30%
Date this statement was published	Oct 2026
Date on which it will be reviewed	Oct 2027
Statement authorised by	Gemma Vincent
Pupil premium lead	Olivia Stuart
Governor / Trustee lead	Andreia Silva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,925
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	£268,925

Part A: Pupil premium strategy plan

Statement of intent

At Kingfisher Hall we believe that teaching and learning opportunities should meet the needs of all of pupils. We believe that no child should be left behind or be disadvantaged by their postcode. At Kingfisher Hall we know that our level of disadvantaged families across the school is much greater than shown in our pupil premium numbers.

We are determined that our children are given every chance to realise their full potential. We aim that they leave Y6 being able to confidently communicate and articulate their thinking; read and understand a variety of texts and be creative thinkers and problem solvers. We want our children to know that they are a force for positive change and that they make a difference in the world.

We focus heavily on communication, vocabulary and reading across the school as we know that these skills are vital to future success in life.

Through an enquiry-based curriculum, quality first teaching, targeted interventions and a focus on equality of opportunity, we are working on eliminating barriers to learning and ensuring our children have education, opportunity and become valued members of their community.

Our key objective is to use the Pupil Premium Grant to diminish the difference between pupil groups and raise the aspirations of pupils in our community.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication, language and literacy on entry to school.
2	Lack of access to additional learning opportunities and support.
3	High number of EAL families and children.
4	Lack of opportunity to a wide range of life experiences.
5	High socio-economic deprivation – outside of pupil premium.
6	Approx. half of schools PA number are PP 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
Improved communication, language and literacy skills at the end of the EYFS. Improved Language acquisition across the school.	5% increase in Communication Language and Literacy.
Improved access to learning and participation in school opportunities for PP children.	15% increase in parental participation. Device and internet access to all that need it. Increase in PP children attending school activities.
Improved greater depth outcomes PP children.	10% more children achieve GDS across the school. In year data shows that PP gaps are closing. 80% of targeted PP children make accelerated progress.
Improved attendance of PP children who are persistently absent	5% decrease of PP children who are PA

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

Budgeted cost: £154,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture through the leadership of the English Leader. - Tiered Vocabulary - High quality early years interactions - Quality modelling of language - Use of widgets and visuals to build vocabulary - Building reading for pleasure - Oracy- pre work on Voice 21 - Whole school EAL training and resources	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress	1 3
High Quality Teaching	EEF- Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1 2 3 4
Quality first teaching of writing- transcription and composition and effect with a focus on time for children to review and edit their own work. - *Teaching of handwriting*	EEF- Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Impact is extensive.	1 3 5

- *New spelling programme trial* - *Reviewing and editing writing*		
Introduction of and self-regulated learning to further enhance learning behaviours for all. - *ETIPSS* - *Zones of Regulation* - *P4C*	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4
High quality CPD and in-school support with a focus on enhancing assessment for learning and effective feedback. - *Live coaching* - *Collaborative monitoring* - *Trio's/ peer learning*	Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on.	1 3
Effective Feedback	EEF- the impact of effective feedback can add 6 months' progress across the year.	1 2 3

Targeted academic support

Budgeted cost: £74,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition support for targeted pupils. *Communication & Language and Reading focussed:* - *EYFS: Language and Social Skills (LASS/Y)* *Rec/KS1: RWI* *Yr1: phonics after school club* *KS2: Lexia, Complete Comprehension*	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils' specific needs. EEF- On average oral language approaches have high impact on pupil outcomes of 6 months' additional progress. EEF- The average impact of reading comprehension strategies is an additional 6 months' progress over the course of a year.	1 2 3 5

Across: ELSA program *<u>Maths:</u>* *Yr6: after club* *Curious Maths consultant support*	EEF- The average impact of emotional literacy/social and emotional learning adds an additional 4 months' progress over the course of a year.	
Targeted reading, writing and maths groups. *Reading & Writing* *Yr6: AHT/DHT: small group* *Yr6: HT/DHT: reading booster breakfast club*	EEF- the average impact of smaller group intervention adds an additional 4 months' progress over the course of the year.	1 2 3 5
Keep Up programme for all children in reading. *Love for Reading Opportunities: reading road maps (Yr3/4), reading challenge (Yr5/6)* *Golden Ticket- Reading vending machine*	EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic.	1 2 3 5
Identification of PP children who lack focus in the classroom to attend additional clubs to support with focus and learning behaviours. - *Ks1 nurture group* - *KS2 Lunch Club* - *Explore KS2 nurture* - *Language for behaviour intervention*	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4

Wider strategies

Budgeted cost: £40,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to engage with school and their children's learning. *Parents Workshops* *Outreach Team support* *Attendance support* *Family Learning sessions- KS2* *Drop off and Read- yr1/2*	EEF- Effective parental engagement can lead to learning gains of 4+ months over the course of a year.	1 2 4 6
Equality of opportunity for all children built into the school curriculum and wider opportunities. - *Funding for trips and educational visits* - *Funding for identified pupils for sporting and creative talents* - *ETSP (Enfield Town Schools Partnership) opportunities/ competitions*	TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.	4 5
Contingency fund to support families who are disadvantaged. *-Free BC/ ASC places* *-Free places at after school activities* *-Food, clothing & furniture for families*	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5 6

Buying chrome books to further support home learning. *Purchase new chrome books to replenish our digital offer.*	EEF- Effective parental engagement can lead to learning gains of 4+ months over the course of a year.	1 2 4

Total budgeted cost: £ 268,925

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 2025 to 2026 academic year.

EYFS	Communication and Language		LITERACY			MATHS	
	Listening Attention Understanding	Speaking	Word Reading	Comprehension	Writing	Number	Numerical patterns
All (53)	79%	79%	77%	76%	72%	74%	74%
PP (8)	100%	100%	88%	100%	88%	88%	88%

Ks2:	READING	WRITING	MATHS
All (56)	88%	84%	82%
PP (30)	75%	75%	72%

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
Lexia	Lexia Core 5
RWI	Ruth Miskin Phonics
LASS	Enfield LA
LASSY	Enfield LA
Maths Support	Curious Maths Ltd
NESSY	Nessy Learning
Complete Comprehension	Schofield & Sims

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further Information (optional)

Our children live in an area of high deprivation and this is not reflected through the use of the PP measure as many of our families are not entitled to PP and are simply living in poverty.

Everything we do in our school is designed to close the gap for all disadvantaged pupils and their families, giving our children the best possible start in life. Through our curriculum and teaching pedagogy we aim to develop academic knowledge and skills along with key life skills that prepare children well for their future and give them a pathway out of poverty. Our aim is that all children leave us with a sense of identity, community and aspiration.

A Kingfisher child is a force for positive change. This philosophy and approach in our school develops an understanding of the world around them and their place in it. If we want a better world, we are the solution.

Our curriculum has been designed with our children and community at its core. It reflects the community that we serve and is planned and organised in a way that meets the unique circumstances of our location and area.

As such we are committed to every pupil in the school setting, ensuring they are happy, confident and succeed.