

Pupil premium strategy statement – Kehelland Village School 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged and underserved 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.

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. We recognise that not all pupils who receive free school meals will be socially disadvantaged and that's not all pupils who are socially disadvantaged are registered or qualify for free school meals. We conform to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. Our pupil premium allocations support training and continuous development to improve the quality of all teaching, targeting support through interventions and supporting whole school strategies to improve attendance behaviour and readiness to learn.

School overview

Detail	Data
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ellie Watkins
Pupil premium lead	Ellie Watkins
Governor / Trustee lead	Kim Collett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,740

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£ 24,740

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Kehelland Village School will make good progress in all areas of learning through quality first teaching. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and they can access a range of interventions to meet their individual needs. Disadvantaged pupils are also able to access a wide range of extracurricular activities and enrichment opportunities which will positively impact on their academic achievement and wellbeing.

Kehelland is a very small school in one of the IDACI's most deprived areas. The context of the school is unique however, having very little housing and no affordable housing in the catchment. We are a very rural school with poor public transport links, although excellent road connections. This means that 80% of our families drive to us from further afield. They identify us as a school of choice if they feel their child needs a nurturing, different approach to learning. Over the past three years the demographics have changed radically, with our SEND percentages changing from having only 1.35% of our children with an EHCP in 2022-23 to now 8.5%. Our overall SEND level has increased from a below average 10% in 2022-23 to now 27%. This change in demographics has seen our FSM percentages drop, however, we are now faced with families who work shifts in multiple jobs and never have time to spend with their children, meaning that many of our children are culturally disadvantaged. Several families have never been to the beach, which is less than 4 miles away, due to time and employment pressures. This type of disadvantage has also manifested itself in an inability of many parents to support their child's learning, or be as engaged in school life as we would like – recent parent engagement events elicited only 1 or 2 parents as they comment that they just don't have time due to their work commitments.

Over the past year there has been significant change in teaching staff (100% of teaching staff are new to the school in the academic year 25-26) and alongside the increase in additional needs it has highlighted that we must ensure a consistent, predictable and rigorous approach to teaching and learning which is proven to benefit all learners that are underserved, disadvantaged or with an additional need.

Our main objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning.

We aim to do this by

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that high quality teaching and learning is in place for all, continually working to improve teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensuring assessment is rigorously and regularly used to pinpoint needs and these gaps are supported
- Intervention and additional teaching/learning support as needed (small group or 1-1)
- Support with school uniform purchases and wrap around care
- Support with enrichment opportunities – school residentials, trips, music lessons and clubs.
- Behaviour, nurture and SEMH support and pupil voice work

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment - across Reading, Writing and Maths</i> <i>Data in 2025 shows 33.3% of our pupils met the RWM combined standard, compared to 66% of our disadvantaged children at the end of KS2 meeting the combined RWM standard. Although our disadvantaged data is stronger, it is still not in line with national, highlighting that we must work hard to ensure all children reach the expected standard at the very least.</i>
2	<i>Increasing parent engagement in reading, writing and home learning.</i> <i>In depth knowledge of our families and their needs has highlighted a lack of both time and confidence in parents supporting their children, lots of questions for class teachers on how to support their children at home and parents unable to complete learning with children due to time.</i>
3	<i>Supporting school readiness and foundational skills of pupils, particularly in KS1 and LKS2.</i> <i>For example, early assessment of data and gaps in KS1 demonstrates that objectives such as “reading and writing numbers to 100” are a significant challenge for our youngest children. Letter formation and handwriting are barriers to learning. In addition, our MTC data in 2025 was below the national average. Some of this can be down to data discrepancies in a small school, however our average score was 17.7 as opposed to the national average mark</i>

	<i>of 22. This evidence gives us a clear duty to ensure focus on those foundational skills for all children</i>
4	<p>Attendance and punctuality issues</p> <p><i>Our attendance at school is strong, at 96.9% last year - over the national average, and this is due to our strong, supportive relationships. However, our PP attendance was slightly lower at 95.3%. This is a difference for our disadvantaged pupils that does not meet our aspirational standard for all pupils.</i></p>
5	<p>Supporting complex needs (including SEMH) to ensure access to high quality teaching</p> <p><i>The exponential increase in complex need at our school as detailed in the statement of intent has posed a significant challenge for our team and our aspirational standards. Data from last academic year gives us a clear mandate to work to ensure all children regardless of need receive teaching and learning appropriate to their need and make excellent progress.</i></p>

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
<p>Challenge 1 - Attainment in Reading, Writing and Maths</p> <p>Children who are eligible for PP have improved outcomes by the end of KS2. These are improving year on year.</p>	<p>Internal and external data will evidence incrementally increasing attainment data for all groups. By the end of this statement period (2028) pupil premium children will attain at least in line with those pupils who are not pupil premium.</p> <p>Recruitment will show a stable staffing structure with a well-planned induction for new staff, with CPD delivered through the Walkthrus programme to ensure consistency and high standards for all pupils.</p> <p><i>We will monitor this using: Weekly monitoring of objectives/gaps entered on Insight for all children by class teachers and Headteacher. Half termly pupil progress meetings. Half termly trust data meetings.</i></p>
<p>Challenge 2 - Increasing parent engagement in reading, writing and home learning</p> <p>Parents have increased confidence and participation in home learning and foundational skills, improving outcomes for PP children</p>	<p>By the end of the first year of the plan, parental engagement and support will be mapped. This will use technology to support confidence and technique building for parents. By the end of the first year, internal assessment processes will be in place to ensure an approach rigorous in identifying specific gaps and support for children in all year groups.</p> <p>There will be an increased attendance at parent evenings, workshops and showcase events. All PP parents will attend parents evening meetings. All PP children will complete home learning each week.</p> <p>By the end of the statement period there will be a significant increase in internal and external data outcomes – especially for those objectives related to foundational skills.</p>

	<i>We will monitor this by: Recording attendance at meetings and targeting specific families as needed. Monitored by class teachers and Headteacher termly.</i>
<p>Challenge 3 - Supporting school readiness and foundational skills of pupils, particularly in KS1 and LKS2.</p> <p>Pupil outcomes are significantly improved and data shows an increase in attainment year on year, and pupils are ready for school.</p>	<p>By the end of the first year, internal assessment processes will be in place to ensure an approach rigorous in identifying specific gaps and support for children in all year groups.</p> <p>There will be a programme of home visits to identify need and support we can put in place before child starts at our setting, and this will be refined each year to ensure suitability of rapidly changing school demographics.</p> <p>By the end of the statement period there will be a program of clearly defined and tracked foundational knowledge for Kehelland that will allow quality first teaching to be targeted at identified children.</p> <p>By the end of the statement period there will be a significant increase in internal and external data outcomes – especially for those objectives related to foundational skills – and children in KS1 and the MTC in year 4 will be scoring at least in line with national expectations.</p> <p><i>We will monitor this using: Weekly monitoring of objectives/gaps entered on Insight for all children by class teachers and Headteacher. The use of Maths.co.uk and standardised testing scores with NFER and past SATS papers. RWI progress reviews half termly and reading ages in accelerated reader tracked. Half termly pupil progress meetings. Half termly trust data meetings.</i></p>
<p>Challenge 4 – Attendance and punctuality</p> <p>Attendance figures show that attendance for our disadvantaged pupils is at least in line with national and our non-pp pupils.</p>	<p>Attendance for both non-PP children and PP children will be above 96%. The gap between PP and non-PP children will have decreased. The number of children who are pupil premium who are persistently absent will be 0. There will be less than 1% of children who are eligible for pupil premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for pupil premium at Tier one of the attendance strategies.</p> <p><i>We will monitor this using: Internal meetings every other week between attendance officer and Headteacher. Half termly meetings with Trust attendance support officer.</i></p>
<p>Challenge 5 – Supporting complex needs</p> <p>All children regardless of need are making excellent progress and are accessing learning at a stage and in a way that is appropriate for them. Teaching skill, techniques and ability of a very high standard so that all pupils achieve at least</p>	<p>Data shows incremental increases and accelerated progress in RWM. Qualitative evidence and work with external specialist evidence progress and positive outcomes for PP pupils.</p> <p>Teachers demonstrate a confident approach to supporting all need, through a bespoke training programme implemented across the MAT and through specialist guidance.</p> <p><i>We will monitor this using: Class teachers and Headteacher/SENCO monitoring half termly using Insight to develop ILP's in line with Trust strategy. Half termly ILP reviews.</i></p>

in line with national standards for their stage.	
--	--

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 (for example, CPD, recruitment and retention)

Budgeted cost: £12,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Incremental Coaching for all staff (Teachers and TA's CPD approach)</i>	<p>To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT pedagogy project/model, based on WALKTHRUS focuses on a specific area of teaching each half term.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Rosenshine's Principles of Instruction Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT 2. EEF: Teaching and Learning Toolkit Teaching and Learning Toolkit EEF 	1,3,5

<p>Implementation of rigorous and precise assessment approach</p>	<p>To identify and close any gaps, teachers must have a sound grasp of where the children are and what they need to do to get better. Teachers must be able to see and use data to precisely implement techniques that suit the child and their needs, to improve outcomes.</p> <p>Use of Insight and half termly systems and meetings to reinforce and monitor this, adapting approach based on data analysis.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. EEF blog <p>EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF</p> <ol style="list-style-type: none"> 3. EEF toolkit <p>Teaching and Learning Toolkit EEF</p>	<p>1,3,5</p>
<p>Rewrite and implement a consistent teaching and learning structure across all classes and subjects</p>	<p>To ensure the most vulnerable learners make the best progress, consistent and predictable learning structures are needed to remove cognitive overload. Learners need to have a clear and precise knowledge of what they need to do to get better at their chosen subject. This relies on a predictable teaching and learning structure including direct instruction, modelling and feedback.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Feedback EEF 2. Metacognition and self-regulation EEF 	<p>1,3,5</p>
<p>Ensure oracy is at the centre of teaching and learning approaches – rewriting the Kehelland way to teaching and learning and implementing oracy, vocabulary rich and ShREC approaches as standard. Including the use of a SL screener tool, Wellcomm.</p>	<p>Identifying specific vocabulary and ensuring this is taught, whilst focusing on clear speech and language support in sessions is key to underpinning foundational knowledge and raising outcomes for all children academically, socially, emotionally and will engage parents early on.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Oral language interventions EEF 2. The ShREC approach EEF 	<p>1,2,3,5</p>
<p>Develop and roll out parent workshops – RWM to improve parental engagement and upskill parents. Implement Showcase afternoons and coffee mornings/evenings to discuss key issues like SEND.</p>	<p>To ensure parents are engaged with school, class teachers will deliver sessions at a time that suits parents in RWM. Teachers will also share phonics videos and arithmetic videos from the RWI portal and record maths modelling and teaching videos in KS2 to support statutory assessment. Teachers will need extra CPD and time to deliver these appropriately.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Parental engagement EEF 	<p>2</p>

Utilise social media and communications tools more effectively to ensure parental and community engagement	<p>Ensuring we use the correct platform to engage parents will ensure that children are supported fully, improving outcomes for all.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Parental engagement EEF 	2

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

Budgeted cost: £6,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support for foundational subjects, including phonics and maths daily sessions, both small group and targeted 1-1 sessions	<p>Small group tailored approaches, using rigorous schemes and synthetic phonics approaches across the school, will support outcomes for disadvantaged pupils by tailoring their needs and approaches to the small groups. This should allow for increased progress. These will be run by well trained Teaching Assistants and Teachers who take part in the coaching programme as set out previously in this document. This allows for consistency and a rigor to teaching that will raise outcomes for our most vulnerable pupils. This will include Fresh Start a linked scheme to RWI phonics and Mastering Number interventions, as well as small group handwriting and pencil grips support.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Teaching Assistant Interventions EEF 2. Small group tuition EEF 3. Phonics EEF 	1,3,5
Small group support for SEMH and SEND learners with complex needs – half day sessions each day “Explorers provision”	<p>Utilising outdoor experiential, nurture and collaborative learning supports some of our most vulnerable pupils to access the curriculum and make progress in a way that is appropriate for them. This will include the implementation of social and emotional learning and schemes like TIS, a relational approach and therapy dog visits. This will support children reluctant</p>	1,3,4,5

	<p>to be in school to feel safer in school as well, supporting attendance. This will raise outcomes for all learners.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Social and emotional learning EEF 2. Small group tuition EEF 3. Collaborative learning approaches EEF 	
<p>Targeted use and deployment of Teaching Assistants based on assessment and relationships to move pupils forward</p>	<p>Regular assessments and strong relationships ensures that all children are supported as needed by the purposeful use of skilled teaching assistants.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Teaching Assistant Interventions EEF 	1,3,4,5

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

Budgeted cost: £6,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for residentials, trips and visits</p>	<p>One of the key lessons learned in the closing the attainment gap document produced by the EEF, is that essential life skills (character) are important in determining life chances.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Closing the attainment gap - new EEF report reveals stark... EEF 	1,3,4,5
<p>Nurture lead and time dedicated for interventions – TIS, draw and talk, Pets as Therapy</p>	<p>To support children to regulate, explore and manage their feelings safely. This will lead to increased attendance and improved outcomes academically.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Closing the attainment gap - new EEF report reveals stark... EEF 2. Drawing and Talking Case Study - Faith in Families - Charity Swansea - Brecon 3. Trauma Informed Schools UK 	1,3,4,5,

<i>Increase extra curricular clubs – outside provider or staffing for delivery</i>	<p>One of the key lessons learned in the closing the attainment gap document produced by the EEF, is that essential life skills (character) are important in determining life chances.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Closing the attainment gap - new EEF report reveals stark... EEF 	1,3,4,5
<i>TPAT attendance strategy</i>	<p>A programme of tracking, tiered systems and face to face meetings to support excellent attendance in schools. Weekly tracking of data and data entry, weekly team meetings, monthly EWO meetings and letter/paperwork and legal documentation support, supportive discussions regarding specific cases. Access to specialist knowledge and skills in implementing the policy for unusual cases, that need an additional level of care.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Link between attendance and attainment - GOV.UK 	1,3,4,5

Total budgeted cost: £24,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

The previous academic year 2024-2025 marked the end of a previous PP strategy plan. The intended outcomes were as follows:

Intended outcome	Success criteria
1. Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between disadvantaged and non-disadvantaged.
2. Increased overlearning and reinforcement in reading and maths at home and at school.	Increase in reading ages and mental maths.
3. Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
4. Pupils with a speech and language development delay have accelerated progress.	Children's development of speech and language is met and accelerated to meet peers.
5. Disadvantaged pupil's attendance increases.	Attendance of identified PP pupils increases and gap between PP and non PP narrows.

Intended outcome 1 – Some good progress was made in closing the gap between PP and non-PP pupils. In 2024/25 UKS2 pp pupils outperformed non-pp pupils in R,W,M. However, the increased and rapidly changing demographics and mobility within the school means that significant further work needs to take place to raise standards for all.

Intended outcome 2 – An increase and good outcomes have been achieved in phonics. However changing demographics have meant that there are fewer disadvantaged pupils in those year groups, so a new strategy will target parental engagement.

Intended outcome 3 – Pupil and parent surveys reflect a very happy community, with real benefits to experiences and social skills.

Intended outcome 4 – Only partially achieved. Hugely increased S&L need, and school wide changes to demographics has meant that further plans to support this complex area will need to feature in the next plan.

Intended outcome 5 – Attendance of PP pupils has increased hugely and there has been significant improvement in the three year period. The gap between pp and non-pp pupils has decreased significantly.

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.