

# King's Court First School Pupil Premium strategy statement (December 2025 - December 2028)

## School overview

Detail	Data
School name	King's Court First School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Susan Pye - Beraet Headteacher
Pupil premium lead	Lucy Johnson – SENDCo Susan Pye - Beraet Headteacher
Governor / Trustee lead	Neil Dodds, lead for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,700

## Part A: Pupil premium strategy plan Statement of Intent

### Our Commitment:

- We want every child to make excellent progress and achieve their best, no matter their background or challenges.

### What is Pupil Premium?

- Extra funding to support disadvantaged pupils and service children, helping them succeed alongside their peers.

### Our Focus:

- High-quality teaching for all children
- Targeted support for English, reading, and writing
- Early intervention when needs are identified
- Whole-school responsibility for every child's success

### Why Well-being Matters:

- A happy child learns better! We promote emotional health and a growth mindset to help children thrive.

### Who We Support:

- Disadvantaged pupils
- Service children
- Vulnerable pupils (e.g., young carers, children with a social worker)

### Key Principles:

- Teaching meets the needs of all children
- Support for vulnerable groups
- Funding may be used for any child identified as socially disadvantaged

Together, we can help every child be **ready** for learning, **respectful** of others and **safe** in school!

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Economic Climate and Cost of Living</b></p> <p>The current economic climate and rising cost of living present significant challenges for many of our Pupil Premium families. Financial pressures can limit access to essential resources, enrichment opportunities, and even basic school-related expenses. These constraints often lead to increased stress within households, which can indirectly affect children’s ability to focus and engage fully in their learning.</p>
2	<p><b>Attendance and Learning Resilience</b></p> <p>Regular attendance is crucial for academic success, yet some Pupil Premium pupils face barriers that impact their ability to attend consistently. Factors such as family circumstances, health issues, and lack of resilience in learning can contribute to absenteeism. When attendance is irregular, pupils miss valuable teaching time, making it harder to keep pace with their peers and maintain confidence in their learning.</p>
3	<p><b>Emotional Well-being and Self-Belief</b></p> <p>Emotional well-being is a key barrier for many of our Pupil Premium children. A growing number of pupils struggle with managing their emotions, which can hinder concentration and progress. Additionally, low motivation and a lack of self-belief often prevent children from completing learning activities effectively. These challenges can significantly impact both attainment and overall engagement in school life.</p>
4	<p><b>Sense of Belonging and Community Participation</b></p> <p>For some families, feeling part of the King’s Court community remains a challenge. Limited participation in school clubs, inability to afford school trips, and opting out of activities such as school photographs can create feelings of exclusion. Over time, this lack of belonging can affect pupils’ confidence and well-being, ultimately influencing their academic progress and social development.</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	SMART Target	Success Criteria
To have made progress towards closing the gap between disadvantaged and non-disadvantaged pupils within reading, writing and maths.	By July 2026, at least 80% of disadvantaged and service pupils will demonstrate measurable progress in reading, writing, and maths, evidenced by termly assessments and engagement.	Assessments, teacher judgement, observations indicate improved attainment among disadvantaged and service children, triangulated with engagement, book scrutiny, and formative assessment.

To achieve the platinum attachment aware schools award.	By July 2026, achieve Platinum Attachment Aware Schools Award with Zones of Regulation and check-in charts implemented in 100% of classrooms.	Sustained high levels of wellbeing by 2025/26 demonstrated by student voice, surveys, teacher observations, and a significant reduction in calm room visits.
To increase the engagement of families within school life particularly for our disadvantaged pupils.	By July 2026, increase attendance of disadvantaged families at school events by 30% compared to 2024 baseline.	Quantitative data of parents/carers attending events and participation logs.
To achieve and maintain a sense of belonging among our disadvantaged pupils.	By July 2027, 100% of disadvantaged pupils attend school trips/swimming lessons, have correct uniform, and families receive first and last school photograph.	High participation in enrichment activities, 100% attendance on trips/swimming, correct uniform, and school photographs provided.

## Activity in this academic year 2025- 2026

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: **£595**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to attend Eton College for Swimming sessions as part of the PE Curriculum	Schools have a central role to play in supporting all children and young people to live healthy active lives. DfE 2014 Swimming is a vital life skill- STA 2014	4 £595

### Targeted academic support

Budgeted cost: **£6,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's needs are identified and supported through our use of keep-	Support targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils	1 £1860 – RWI £255 -online phonics

up groups to support phonics and reading. A significant proportion of the pupils who receive this support will be disadvantaged.	or those falling behind, in small groups and one-to-one using the RWI school portal. <a href="#">Login - Ruth Miskin School Portal</a>	£315 – e-library
Cost of RWI	Support for families to use the RWI videos at home to support with sounds and reading. Training session and support for families who do not have access to technology.	1
Weekly 'My Happy Minds' sessions	The University of Chester conducted a real-world validation report which proved 'myHappyMind' as an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing consistent with the expectations of current UK education and health policies.	3 £1,350  Jigsaw PSHE £750
Work with the Teaching Advisory service	Teaching, modelling, and training for teaching assistants via RBWM's advisory service to support Wave 1 teaching in class and extend our disadvantaged higher attainers.	1 £1,500

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

Budgeted cost: **£18,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to continue to receive specific nurture sessions weekly from a qualified Nurture specialist	Boxall 2002	3  Subscription Boxall £350
Ensure every classroom is fully resourced and areas/resources are in use to provide a nurturing environment.	Boxall 2002	3
To ensure disadvantaged children are regularly	Steve Farndon Achieve and thrive: A research-based	3

receiving verbal praise, stickers, certificates for their achievements.	guide to pupil motivation and engagement December 2024	
Support for families who are struggling to get their child/ren to school	Termly attendance audit  Work with EWO  Meetings with families to offer support	2  Educational Psychology buy in from RBWM  £3829
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>  Improve the behaviour incentives and rewards – Paul Dix website	2
Hosting community events to engage parents and families within their child’s learning x2 annually.	<a href="#">Parental Engagement   Teaching and Learning Toolkit   Education Endowment Foundation   EEF</a>	3
Providing families with similar experiences to non disadvantaged families.	Based on our experiences and those of similar schools, additional services that are provided by the school such as school photographs, book fair, leavers hoodies/year books can be too expensive for families to take part in.	2  Swimming £945  School trips £345  Music & other clubs, uniform, other support  £6076
Children to have a champion who meets with them termly.	Based on our experiences and those of similar schools it is important that our disadvantaged and service children have the opportunity to meet with a known adult to share their views and follow up any concerns. An adult who is	2

	able to identify any specific barriers or need the pupil has and act upon this.	
Contingency fund for acute issues.	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.	All  £2646
Social communication group	Group support by a teaching assistant to encourage turn taking, friendships and team building for self-esteem	8  £3,884 – TA costs

**Total budgeted cost: £24,700**

## 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.

Outcome	Review
To have made progress towards closing the gap between disadvantaged and non disadvantaged pupils.	Discussed impact at pupil progress meetings. Support identified for the rest of the academic year. Funding was spent to support with transport to ensure teaching and learning could be accessed. 2025-26: To continue to make progress towards narrowing the gap with an identified member of staff to support children to access their learning – Arbor analysis
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Each classroom has a calm corner and the children know how and when to use it. We have achieved the gold attachment awareness award. Funding was used to ensure all children had access to a hot lunch. 2025-26: Work towards the platinum attachment awareness award which also includes increasing awareness within the local community including all stakeholders.
Improved growth mindset skills for all pupils in our school, particularly our disadvantaged pupils.	Weekly 'MyHappyMinds' lessons are taking place. Children enjoy the programme and using their journals. The programme is more established across the school. Character strengths certificates are given out at the end of each term. Children are able to use what they have learnt and to talk about their lessons. School has been recognised as a lead school in the borough by a local mental health and well-being project and asked to support in an advisory role. Myhappyminds app launched with parents. School governor: "children were involved in learning that will

	support them both inside and outside of the classroom.”
To achieve and maintain a sense of belonging among our disadvantaged pupils	A record number of our disadvantaged pupils attended extra-curricular clubs alongside their peers creating a sense of belonging. All disadvantaged pupils were able to attend, with support of funding, school trips and swimming lessons.

## Further information

### **Additional activity**

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

- Embedding more effective practice with our engagement in work with Tom Sherrington's WalkThrus to support active learning by all pupils in the classroom.
- Continuing our work to support children's behaviour to enable all children to fully access their learning.
- 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 spoke with teachers/SLT/governors to gain a perspective of the current needs and challenges are pupils are facing and discussed ideas to support them.

When evaluating we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.

