



Kemsing Primary School

Pupil Premium Strategy Statement

2026-2027



School Overview

School Name:	Kemsing Primary School
Academic Year:	2026-2027
Number of Pupils on Roll:	193
Number of Pupil Premium Pupils:	32
Eligible Pupil Premium:	17%
FSM/FSM6:	32 pupils (17%)
EAL:	7 pupils (4%)
SEN Support:	19 pupils (10%)
EHCP:	2 pupils (1%)
Whole School Average Attendance:	95.58%
Review Dates:	Annual (next review scheduled for July 2027)
Pupil Premium Lead:	Tom Hardwick
Governor Lead:	Steph Stevens

Statement of Intent

At Kemsing Primary School, we are committed to ensuring that every pupil, regardless of background or circumstance, achieves their full potential.

Our approach is founded upon the belief that disadvantage rarely exists in isolation. Through analysis of attainment outcomes, attendance data, Pupil Progress Meetings and vulnerable pupil monitoring, we recognise that many disadvantaged pupils experience multiple overlapping barriers to learning, including communication and language difficulties, SEND needs, attendance concerns, processing and working memory difficulties, emotional regulation needs and wider family circumstances.

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We aim to remove these barriers through:

- consistently high-quality teaching
- evidence-informed adaptive practice
- targeted academic intervention
- effective pastoral support
- strong attendance system
- access to enrichment opportunities
- meaningful partnership with families.

Our ultimate goal is to ensure that disadvantaged pupils achieve highly, attend regularly, participate fully in school life and leave Kemsing well prepared for the next stage of their education.

Evidence-Informed Approach

This strategy has been developed following analysis of:

- Summer 2026 attainment outcomes
- termly Pupil Progress Meetings
- vulnerable pupil monitoring
- attendance analysis
- internal assessment information
- Education Endowment Foundation (EEF) research.

Funding decisions have been prioritised according to the barriers most frequently affecting disadvantaged pupils within the school.

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Challenges

Following review of school evidence, the following key barriers have been identified:

Challenge 1 – Writing Attainment

Writing remains the lowest attaining core subject for disadvantaged pupils and demonstrates the largest attainment gap when compared with non-disadvantaged pupils.

Challenge 2 – Communication and Language

Many disadvantaged pupils present with speech, language and communication needs which affect vocabulary acquisition, comprehension, confidence and written expression.

Challenge 3 – SEND, Processing and Working Memory Difficulties

Disadvantaged pupils are disproportionately represented amongst pupils requiring adaptive teaching, intervention and SEND support.

Challenge 4 – Attendance

Attendance remains a significant factor affecting outcomes. Internal analysis demonstrates a clear relationship between attendance and attainment.

Challenge 5 – Vulnerability and Wellbeing

Some disadvantaged pupils experience overlapping vulnerabilities including social-emotional needs, family circumstances, safeguarding concerns and reduced access to enrichment opportunities.

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Intended Outcomes

Challenge	Intended Outcome	Success Criteria
Writing Attainment	Improve writing outcomes for disadvantaged pupil	Year-on-year improvement in writing attainment and reduction in attainment gaps
Communication and Language	Improve vocabulary, communication and language development	Pupils receiving support demonstrate measurable progress and increased curriculum access
SEND and Processing Needs	Improve access to learning and progress	Pupils make strong progress from their starting points and intervention impact is evidenced through Pupil Progress Meetings
Attendance	Improve attendance and reduce persistent absence	Attendance improves and attendance-related attainment gaps reduce
Vulnerability and Wellbeing	Improve engagement, participation and readiness to learn	Pupils access enrichment opportunities and demonstrate improved wellbeing and engagement

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Activity in This Academic Year:

1. High Quality Teaching

Objective

Ensure disadvantaged pupils consistently receive high-quality teaching and adaptive classroom practice.

Actions

- Whole-school focus on writing development
- Staff training in adaptive teaching approaches
- Vocabulary-rich curriculum implementation
- Continued development of Reader's Workshop
- Effective use of formative and diagnostic assessment
- Consistent use of scaffolds and adaptive resources

Evidence Base

EEF research consistently identifies high-quality teaching as having the greatest impact on outcomes for disadvantaged pupils.

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2. Targeted Academic Support

Objective

Provide targeted support to accelerate progress and address identified gaps.

Actions

- Daily reading intervention
- Lexia intervention programmes
- Speech and language support
- Precision teaching
- Writing intervention groups
- Pre-teaching and vocabulary support
- Mathematics intervention
- Structured phonics support where required

Evidence Base

EEF evidence demonstrates that targeted intervention and small-group tuition can accelerate progress by several additional months when implemented effectively.

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3. Wider Strategies

Objective

Remove wider barriers to learning and improve engagement.

Actions

- Attendance monitoring and support
- ELSA provision
- Counselling support
- Trusted adult systems
- Breakfast provision
- Family support and signposting
- Subsidised trips and residential visits
- Financial support for enrichment activities
- Nurture provision
- Transition support

Evidence Base

Research demonstrates that wellbeing, attendance and parental engagement are significant contributors to educational success.

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Budget Allocation

Area	Estimated Allocation
High Quality Teaching and Staff Development	£15,000
Reading and Writing Intervention	£ 6,000
Speech and Language Support	£ 4,000
SEND and Processing Support	£ 5,000
Attendance and Family Support	£ 3,000
Enrichment and Inclusion Activities	£ 6,000
Pastoral, ELSA and Wellbeing Support	£ 4,000
Estimated Total (Final allocation to be adjusted once confirmed funding is received.)	£43,000

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Monitoring and Review

The impact of this strategy will be monitored through:

- Termly Pupil Progress Meetings
- Vulnerable Pupil Reviews
- Attendance Reviews
- Governor Monitoring Visits
- Termly disadvantaged attainment analysis
- Intervention impact review
- Parent and pupil voice activities

Leaders will evaluate both academic outcomes and wider measures of attendance, engagement, participation and wellbeing.

Review of Previous Strategy (2025–2026)

The previous strategy has had a positive impact on pupil outcomes and inclusion.

Successes include:

- Strong reading outcomes for disadvantaged pupils
- Improved access to enrichment opportunities
- Effective speech and language support
- Strong pastoral provision
- Improved family engagement
- Robust systems for identifying and supporting vulnerable pupils

However, analysis demonstrates that writing and mathematics attainment gaps remain and that disadvantage frequently overlaps with SEND, communication needs and attendance concerns. These findings have informed the priorities within this strategy.

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Executive Headteacher Evaluation

Summer 2026 evidence demonstrates that disadvantaged pupils at Kemsing Primary School are well known, carefully monitored and effectively supported through a combination of high-quality teaching, targeted intervention and pastoral provision.

The next phase of development is to further reduce barriers linked to writing attainment, communication needs, attendance and SEND complexity. This strategy reflects the school's commitment to ensuring that disadvantage does not limit opportunity and that every pupil is supported to achieve academic success and personal wellbeing.