



# Kemsing Primary School

## Pupil Premium Strategy Statement

### 2026-2027



**Produced by: Tom Hardwick**

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

The strategy is informed by the end-of-year outcomes of the 26 disadvantaged pupils who entered Years 1–6 in September 2026. Twenty-two pupils had reading, writing and mathematics assessments recorded within Sonar for 2025–2026. Three pupils had been in Reception and were therefore assessed through the Early Years Foundation Stage Profile rather than against the Years 1–6 subject assessment framework. The remaining pupil joined Kemsing in September 2026, and end-of-year information has not been received from his previous school.

#### Kemsing Primary School Overview

| School Information              | Current Position                             |
|---------------------------------|----------------------------------------------|
| Academic Year                   | 2026-2027                                    |
| Number of Pupils on Roll        | 193                                          |
| Number of Pupil Premium Pupils  | 26                                           |
| Eligible Pupil Premium          | 13%                                          |
| FSM/FSM6                        | 27 pupils (14%)                              |
| 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                                |

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## Statement of Intent

Attendance at Kemsing is comparatively strong overall. However, school and DfE evidence demonstrate a continuing gap between the attendance of disadvantaged pupils and that of their peers. We will therefore maintain high expectations for attendance while providing timely, individualised support where absence is associated with SEND, health, emotional wellbeing or wider family circumstances.

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:

- DfE similar-schools attendance analysis for 2024–2025
- Summer 2026 Pupil Premium attainment analysis in reading, writing and mathematics
- Analysis of the relationship between attendance and attainment for disadvantaged pupils
- Analysis of the overlap between disadvantage, SEND and other identified vulnerabilities
- Termly Pupil Progress Meetings
- Vulnerable pupil monitoring
- Attendance analysis
- Internal assessment information
- Education Endowment Foundation (EEF) research.

The evidence has been considered carefully across different reporting periods. The DfE attendance report provides historical benchmarking for 2024–2025, while the school's internal attainment and attendance analysis provides the baseline for the 2026–2027 strategy. These sources demonstrate that Kemsing maintains a comparatively strong whole-school attendance culture, but that disadvantaged pupils continue to experience specific barriers relating to attendance, SEND, communication and language, writing and mathematics.

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 for pupils in Year 1 to Year 6, the following key barriers have been identified:

### Challenge 1 – Writing Attainment

Writing was the lowest-attaining core subject for disadvantaged pupils at the end of 2025–2026. Of the 22 disadvantaged pupils in Years 1–6 with a recorded assessment, 11 pupils, or 50%, were working at or above the expected category.

Difficulties with oral language, vocabulary, transcription, sentence construction, working memory and independent application affect the writing of a number of pupils. The EYFS profiles of the three disadvantaged pupils entering Year 1, together with the early assessment of the new Year 2 pupil, indicate that early literacy and writing will require particular attention during 2026–2027.

### Challenge 2 – Maths Attainment

Mathematics outcomes remain below the school's ambition for disadvantaged pupils. Of the 22 disadvantaged pupils with a recorded assessment, 13 pupils, or 59.1%, were working at or above the expected category. Seven pupils were identified as significantly below.

Diagnostic assessment is required to identify and address gaps in number fluency, mathematical understanding, vocabulary, recall and problem-solving. The EYFS profiles also identify gaps in early mathematical development for the disadvantaged pupils entering Year 1. Provision will therefore address foundational number knowledge as well as the needs of older pupils.

### Challenge 3 – Communication and Language

A number of disadvantaged pupils have speech, language and communication needs that affect vocabulary acquisition, comprehension, confidence, curriculum access and written expression. These needs may not always be identified as SEND but can create significant barriers across the curriculum. EYFS evidence is particularly relevant to this challenge. The three disadvantaged pupils entering Year 1 demonstrated differing communication and language profiles, requiring provision to be matched carefully to their individual starting points.

### Challenge 4 – SEND, Processing and Working Memory

Disadvantage frequently overlaps with SEND and other additional needs. Ten of the 26 disadvantaged pupils in Years 1–6 were identified as having SEND in the Summer 2026 analysis. Their attainment was lower across reading, writing and mathematics than that of disadvantaged pupils without SEND.

Some pupils also experience processing, attention, memory, sensory or emotional-regulation needs that affect their access to learning.

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## **Challenge 5 – Attendance and Persistent Absence**

Whole-school attendance at Kemsing remains comparatively strong. In 2024–2025, attendance was 95.4%, which was above the median for similar schools, while persistent absence was below the similar-schools median. However, attendance for pupils eligible for free school meals was 91.3%, compared with 96.3% for pupils who were not eligible.

Internal 2025–2026 analysis also identified nine disadvantaged pupils in Years 1–6 whose attendance was below 90%. These pupils had lower attainment across reading, writing and mathematics. Attendance therefore remains a targeted priority for disadvantaged pupils, particularly where absence overlaps with SEND, health, emotional wellbeing or wider family circumstances.

## **Challenge 6 – Vulnerability, Wellbeing and Enrichment**

Some disadvantaged pupils experience overlapping vulnerabilities, including social and emotional needs, family pressures, safeguarding concerns, low confidence and reduced access to wider opportunities. These factors can affect readiness to learn, participation, relationships and engagement with school.

Targeted pastoral support and equitable access to enrichment are therefore required alongside academic provision.

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## Intended Outcomes

| Challenge                               | Intended Outcome                                                                          | Success Criteria                                                                                                                                                                                                                                                     |
|-----------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing attainment                      | Improve writing attainment and progress for disadvantaged pupils                          | The proportion of assessed disadvantaged pupils working at or above the expected category increases from the 2025–2026 baseline of 50%. The proportion significantly below reduces. Books and assessment evidence demonstrate improved independence and application. |
| Mathematics attainment                  | Address gaps in mathematical knowledge, fluency and reasoning                             | The proportion of assessed disadvantaged pupils working at or above the expected category increases from the 2025–2026 baseline of 59.1%. Diagnostic and summative assessments demonstrate that identified gaps are closing.                                         |
| Communication and language              | Improve vocabulary, communication, comprehension and curriculum access                    | Pupils receiving support make measurable progress from their starting points. Classroom monitoring demonstrates increased participation, confidence and use of subject-specific vocabulary.                                                                          |
| SEND, processing and working memory     | Improve access, participation and progress for disadvantaged pupils with additional needs | Provision is closely matched to assessed need. Pupil Progress Meetings demonstrate improved progress from individual starting points, and intervention reviews provide evidence of impact.                                                                           |
| Attendance and persistent absence       | Maintain strong whole-school attendance while improving disadvantaged attendance          | Disadvantaged attendance improves from the confirmed 2025–2026 baseline. The number and proportion of disadvantaged pupils below 90% attendance reduce, and the attendance gap between disadvantaged and other pupils narrows.                                       |
| Vulnerability, wellbeing and enrichment | Improve readiness to learn, engagement and equitable participation                        | Identified pupils demonstrate improved engagement and emotional readiness. Participation in trips, clubs, residential visits and enrichment is monitored, and financial disadvantage does not prevent pupils from participating.                                     |

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## 2025–2026 Baseline Evidence

The strategy is informed by the attainment of 26 disadvantaged pupils in Years 1–6 at the end of 2025–2026. Four pupils did not have a recorded assessment within the reports, leaving 22 assessed pupils.

| Subject     | Pupils at or above | Whole-cohort percentage | Percentage of assessed pupils |
|-------------|--------------------|-------------------------|-------------------------------|
| Reading     | 16                 | 61.5%                   | 72.7%                         |
| Writing     | 11                 | 42.3%                   | 50.0%                         |
| Mathematics | 13                 | 50.0%                   | 59.1%                         |

## Early Years Foundation Stage Outcomes

Three disadvantaged pupils completed Reception in Summer 2026. None achieved a Good Level of Development. One pupil achieved 10 of the 17 Early Learning Goals, one achieved 1 of 17 and one achieved 11 of 17. The profiles demonstrate differing levels of need but identify common barriers within communication and language, literacy and mathematics. Their transition into Year 1 will be supported through targeted provision based on their individual EYFS profiles.

One disadvantaged pupil joined Year 2 in September 2026 without end-of-year assessment information from his previous school. Early Kemsing assessments indicate that he is working at the expected Year 2 standard in mathematics and below the Year 2 standard in reading and writing. These assessments will be validated through continued classroom observation and diagnostic assessment during the autumn term and will provide his individual starting point for measuring progress.

Reading was the strongest core subject among the 22 pupils with Years 1–6 assessment information, while writing was the weakest. Mathematics outcomes also remained below the school's ambition. The three pupils completing Reception did not achieve a Good Level of Development and require carefully targeted support as they enter Year 1. Initial assessment of the new Year 2 pupil indicates that reading and writing are below the expected standard, while mathematics is currently at the expected standard.

Ten of the 26 disadvantaged pupils were identified as having SEND, and nine had attendance below 90%. Pupils with SEND and those with attendance below 90% had lower attainment across the core subjects. This combined evidence has directly informed the priorities and planned activity within the strategy.

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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
- Embed consistent approaches to oral rehearsal, sentence construction, vocabulary development and independent writing.
- Use diagnostic assessment to identify specific gaps in mathematical knowledge, fluency and reasoning.
- Ensure teachers understand the individual barriers affecting disadvantaged pupils in their classes.
- Strengthen adaptive teaching for pupils with SEND, communication, processing and working-memory needs.
- Use scaffolds carefully so that they increase access while continuing to promote independence.
- Review the quality and consistency of disadvantaged pupils' work through book scrutiny, learning walks and Pupil Progress Meetings.
- Ensure assessments are completed for all disadvantaged pupils or that appropriate alternative evidence of progress is recorded.

High-quality teaching will remain the central element of the strategy. Leaders will monitor not only whether adaptations and scaffolds are available, but whether they enable disadvantaged pupils to participate successfully, work with increasing independence and remember more over time.

#### 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

Targeted academic support will be based on diagnostic assessment and will be used to address clearly identified gaps rather than as a substitute for high-quality classroom teaching.

### Actions

- Daily reading practice for identified pupils, including fluency, comprehension and vocabulary support.
- Lexia provision for pupils whose diagnostic information indicates that the programme is appropriate.
- Structured speech, language and communication support.
- Precision teaching for clearly identified knowledge or recall gaps.
- Targeted writing support focusing on oral rehearsal, sentence construction, vocabulary, transcription and independent application.
- Pre-teaching of vocabulary and concepts where this will increase access to classroom learning.
- Mathematics intervention addressing identified gaps in number fluency, calculation, mathematical vocabulary and reasoning.
- Structured phonics support for pupils who have not yet secured the required knowledge.
- Entry and exit assessments for each intervention.
- Half-termly review of participation, delivery, progress and impact.
- Adaptation or discontinuation of interventions where evidence does not demonstrate sufficient impact.

Teachers will remain responsible for the progress of pupils receiving intervention. Intervention outcomes will be connected to classroom learning and evaluated through pupils' independent work as well as intervention assessments.

### 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

- Regular monitoring of disadvantaged attendance and persistent absence.
- Early identification of pupils whose attendance is declining or approaching the persistent-absence threshold.
- Individual attendance planning where absence is linked to SEND, health, anxiety, emotional wellbeing or family circumstances.
- Proportionate support and challenge for families, including signposting to relevant services.
- Regular review of pupils whose attendance is below 90%.
- ELSA, counselling, nurture and trusted-adult support based on identified need.
- Breakfast provision where this supports attendance, punctuality or readiness to learn.
- Transition support between year groups, key stages and educational settings.
- Subsidised trips, residential visits, clubs and enrichment activities.
- Monitoring of disadvantaged participation in wider school opportunities.
- Pupil and parent voice to evaluate the accessibility and impact of provision.
- Coordinated vulnerable-pupil reviews involving relevant leaders and staff.
- Attendance support will be responsive to the circumstances of individual pupils. Where low attendance overlaps with SEND, health, emotional wellbeing or safeguarding concerns, leaders will coordinate appropriate support rather than treating attendance as an isolated issue.

### 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, Writing and Mathematics Intervention                         | £ 6,000              |
| Speech and Language Support                                           | £ 4,000              |
| SEND and Processing Support                                           | £ 5,000              |
| Attendance, Family Engagement and Early Help                          | £ 3,000              |
| Enrichment and Inclusion Activities                                   | £ 6,000              |
| Pastoral, ELSA and Wellbeing Support                                  | £ 4,000              |
| <b>Estimated Total</b>                                                | <b>£43,000</b>       |
| (Final allocation to be adjusted once confirmed funding is received.) |                      |

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## **Monitoring and Review**

The impact of this strategy will be reviewed termly and evaluated fully in July 2027. Leaders will consider academic outcomes, attendance, participation, wellbeing and progress from individual starting points.

Monitoring will include:

- termly Pupil Progress Meetings
- termly disadvantaged attainment analysis
- separate analysis of disadvantaged pupils with SEND
- intervention entry and exit assessments
- review of pupils without standard assessment information
- half-termly attendance and persistent-absence reviews
- individual review of disadvantaged pupils below 90% attendance
- book scrutiny and learning walks
- vulnerable-pupil reviews
- monitoring of enrichment and extracurricular participation
- pupil and parent voice
- governor monitoring visits
- review of expenditure against the challenges addressed and the impact secured.

Where an intervention or strategy is not demonstrating sufficient impact, provision will be adapted or discontinued. Leaders will avoid continuing activity solely because it has previously been established.

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## **Review of Previous Strategy (2025–2026)**

Evaluation of the 2025–2026 strategy identifies a number of strengths. Disadvantaged pupils were known well through Pupil Progress Meetings, vulnerable-pupil monitoring and pastoral systems. Reading was the strongest core subject, with 16 of the 22 assessed pupils in Years 1–6 working at or above the expected category. Pupils also benefited from speech and language support, pastoral provision, family engagement and increased access to enrichment opportunities.

Three disadvantaged pupils completed Reception in Summer 2026. None achieved a Good Level of Development, although their individual profiles varied considerably, with between 1 and 11 of the 17 Early Learning Goals achieved at the expected level. This evidence reinforces the need for targeted communication, early literacy and mathematics provision as these pupils move into Year 1.

However, writing and mathematics outcomes remained below the school's ambition. Of the 22 pupils with a recorded assessment, 50% were working at or above the expected category in writing and 59.1% in mathematics. Outcomes were particularly low where disadvantage overlapped with SEND. Ten of the 26 disadvantaged pupils in Years 1–6 were identified as having SEND.

Attendance evidence presents a similarly nuanced picture. In 2024–2025, Kemsing's overall attendance was above the median for similar schools and persistent absence was below the median. Attendance for pupils eligible for free school meals improved from 89.9% to 91.3%, but remained five percentage points below that of pupils who were not eligible.

A further disadvantaged pupil joined Year 2 in September 2026 without end-of-year information from his previous school. Early assessment indicates expected attainment in mathematics and attainment below the Year 2 standard in reading and writing. His progress will be evaluated from this Kemsing baseline rather than included retrospectively within the school's 2025–2026 outcomes.

Internal 2025–2026 analysis identified nine disadvantaged pupils with attendance below 90%. This group had lower attainment in reading, writing and mathematics. The evidence demonstrates that attendance support must remain closely connected to SEND, wellbeing, health and family support.

These findings have informed the increased emphasis in this strategy on writing, mathematics, adaptive teaching, SEND, communication and language, and targeted attendance support.

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## **Executive Headteacher Evaluation**

The evidence demonstrates that Kemsing has established a positive whole-school attendance culture and robust systems for identifying and supporting disadvantaged and vulnerable pupils. Reading outcomes provide a relative strength on which to build, and the school's pastoral, language and enrichment provision continues to remove important barriers to participation.

The next stage of development is to secure stronger and more consistent academic outcomes, particularly in writing and mathematics. This will require precise diagnostic assessment, consistently effective classroom adaptation and careful evaluation of targeted support.

The significant overlap between disadvantage and SEND means that the impact of this strategy cannot be evaluated through headline attainment alone. Leaders will consider progress from individual starting points, curriculum access, independence, attendance, wellbeing and participation, while maintaining ambitious expectations for every pupil.

Attendance will remain a targeted priority within an otherwise strong whole-school picture. The school will focus on narrowing the disadvantaged attendance gap and reducing the number of disadvantaged pupils below 90%, particularly where absence overlaps with SEND, health or wider family circumstances.

Through rigorous monitoring and responsive use of Pupil Premium funding, Kemsing Primary School will continue to ensure that disadvantage does not limit pupils' achievement, participation or future opportunities.