



Pupil premium strategy statement: Kettlewell

This statement details our school's use of pupil premium for the 2025 to 2026 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	Kettlewell Primary School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date last reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	W Thompson
Pupil premium lead	C Greenwood
Governor / Trustee lead	K Horn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£3030

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to overcome the barriers that our disadvantaged pupils are subject to as a result of their socio-economic context, to ensure that no pupil is left behind socially or academically. We believe that through the provision of a caring and stimulating environment, the delivery of excellent teaching, which meets individual needs and opportunities to learn both within the class and through further experiences, pupils can achieve their full potential.

We believe in maximising the use of the pupil premium grant (PPG) by following the School Improvement Plan. Through this we can blend short, medium and long-term interventions aligning pupil premium use with wider school improvements. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy has high-quality, first-class teaching at its heart, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefitting the non-disadvantaged pupils in our school. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to be responsive to common challenges and individual needs and is based upon assessments which are robust and diagnostic. We ensure that the assessment, teaching and monitoring cycle of core and foundation subjects is rigorous leading to greater challenge, resulting in accelerated progress and a more informed approach to the teaching and learning within the subject.

Challenges

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

Challenge number	Detail of challenge
1	Emotional regulation and behaviour: difficulty managing emotions, leading to disruption, conflict, or withdrawal.
2	Low resilience and self-esteem: pupils can struggle with confidence, perseverance, and managing setbacks, affecting engagement.
3	Limited parental capacity or engagement: some families face socio-economic pressures that reduce consistency of support for learning and wellbeing.
4	Limited enrichment and cultural capital: pupils have fewer opportunities for experiences that build vocabulary, aspiration, and confidence.

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>Improved emotional regulation and behaviour across the school.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Pupils develop the ability to recognise and manage emotions using consistent, taught strategies. • Behaviour incidents decrease as pupils apply positive self-regulation skills. • Classrooms remain calm, supportive, and conducive to learning. 	<p>Implementation</p> <ul style="list-style-type: none"> • Deliver whole-school training on emotion coaching. • Use consistent calm corners and regulation tools in all classrooms. • Monitor incidents through CPOMS and review strategies termly. • Provide pastoral support for identified pupils. <p>Success Criteria</p> <ul style="list-style-type: none"> • Reduction in behaviour incidents • Pupils demonstrate the ability to use taught strategies (Zones of Regulation, emotion coaching) to manage emotions. • Calm, purposeful learning environments observed across classes.
<p>Increased pupil resilience, self-esteem, and confidence.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Pupils show improved self-belief, motivation, and ability to persevere with challenges. • Pupils feel valued, heard, and capable of success across the curriculum. • Emotional wellbeing supports sustained engagement and positive attitudes to learning. 	<p>Implementation</p> <ul style="list-style-type: none"> • Implement small-group resilience and wellbeing sessions (e.g. "You Can Do It!" or nurture groups). • Introduce weekly celebration assemblies to recognise effort and perseverance. • Conduct pupil voice surveys to track confidence and engagement. • Provide targeted praise and goal-setting activities. <p>Success Criteria</p> <ul style="list-style-type: none"> • Pupils demonstrate greater perseverance and confidence in tackling challenging tasks. • Staff and pupil voice surveys show improved self-belief and motivation. • Fewer emotional outbursts or refusals recorded in class.
<p>Strengthened parental engagement and home-school relationships.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Parents develop stronger partnerships with school staff to support children's learning and wellbeing. • Improved communication and trust between school and families. 	<p>Implementation</p> <ul style="list-style-type: none"> • Hold parent workshops on wellbeing and emotional support at home. • Offer flexible meeting times • Provide regular pastoral communication and celebrate positive news. <p>Success Criteria</p> <ul style="list-style-type: none"> • Increased attendance at parental workshops and meetings • Positive parent feedback through surveys and informal conversations.

Increased participation in enrichment and wider school life.

Intended Outcomes:

- All disadvantaged pupils access enrichment opportunities that broaden experience and cultural capital.
- Pupils develop teamwork, confidence, and a sense of belonging through wider participation.
- Increased pride and engagement in school life.

Sustained academic performance through improved wellbeing and engagement.

Intended Outcomes:

- Pupils maintain or exceed expected progress in reading, writing, and maths.
- Emotional wellbeing supports consistent engagement and academic resilience.
- Pupils demonstrate motivation and focus in lessons, sustaining concentration over time.

- Improved communication and collaboration between school and families.

Implementation

- Fund and prioritise participation in school clubs, trips, and residential for disadvantaged pupils.
- Introduce pupil leadership opportunities (e.g. School Council, playground buddies).
- Track participation and engagement across the year
- Provide enrichment linked to the curriculum to enhance cultural capital.

Success Criteria

- Pupils demonstrate improved confidence, teamwork, and sense of belonging.
- Pupil voice indicates enjoyment and pride in school participation.

Implementation

- Ensure teaching is consistent and high-quality through ongoing CPD.
- Monitor academic progress termly for all disadvantaged pupils.
- Use pastoral support to maintain learning focus and reduce anxiety.
- Celebrate academic effort and link success to wellbeing growth.

Success Criteria

- Pupils maintain or exceed expected standards in reading, writing, and maths
- Improved engagement and focus in class.
- Progress data remains at least in line with national expectations.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on trauma-informed practice and emotion coaching	EEF & DfE: Consistent emotional regulation strategies improve behaviour, relationships, and learning engagement.	1, 2,

Staff training in positive behaviour management and restorative approaches	DfE: Restorative approaches build relationships, reduce exclusions, and increase belonging.	1
Coaching for staff on de-escalation and attachment-aware teaching	EEF: Teacher wellbeing and relational approaches improve pupil outcomes and classroom climate.	1, 2,
CPD on developing metacognition, self-regulation, and motivation in learners	EEF: Metacognition strategies (+7 months) enhance pupil independence and resilience.	1,2

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group pastoral focusing on emotional regulation and social skills	EEF: Social and emotional learning interventions improve wellbeing and academic progress (+4 months).	1, 2
Targeted support from pastoral mentor	DfE: Consistent key-adult relationships improve attendance, behaviour, and self-regulation.	1, 2
Literacy and vocabulary enrichment through structured reading groups	EEF: Reading comprehension strategies (+6 months) improve engagement and confidence.	4
Additional small-group work for resilience, problem-solving, and peer interaction	EEF: Small-group mentoring builds confidence and self-esteem.	1, 2

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

Budgeted cost: £ 930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school wellbeing initiatives (e.g. mindfulness, nurture, regulation zones)	EEF: SEL and wellbeing approaches enhance engagement and reduce behaviour incidents.	1, 2
Subsidised enrichment and residential experiences	DfE: Access to enrichment enhances cultural capital, aspiration, and social development.	4
Parental workshops and community engagement sessions	EEF: Parental engagement interventions add +3 months' progress; strengthen home-school partnership.	3
Pupil voice and leadership opportunities	EEF: Promoting ownership and belonging builds motivation and resilience.	2, 4

Part B: Review of the previous academic year

We currently have 3 disadvantaged pupils in school Our internal assessments during 2024/25 suggested that the performance of 2 disadvantaged pupils is as follows:

Due to the small number of eligible pupils, specific data details are withheld to protect confidentiality

Pupil Premium funding has been used strategically to remove barriers to learning and support the progress and wellbeing of disadvantaged pupils. This has included investment in pastoral support to promote emotional wellbeing and engagement, and the deployment of teaching assistants to deliver targeted intervention programmes aimed at raising attainment in core subjects.

Funding has also supported continued professional development (CPD) for staff to strengthen quality-first teaching and enhance inclusive classroom practice. In addition, we have provided opportunities for pupils to participate in a range of extra-curricular and enrichment activities, designed to build confidence, broaden experiences, and develop cultural capital.

Further use of the funding has included small group support, attendance support, and the purchase of learning resources and technology to aid access to the curriculum. These initiatives work collectively to ensure that disadvantaged pupils make strong academic progress and are fully included in all aspects of school life.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider