

# Kirton Lindsey Primary Academy *part of Isle Education Trust*

This statement details our school's use of pupil premium (and recovery premium) 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 (2025-26) and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Kirton Lindsey Primary Academy
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	29 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Andrew Marshall
Pupil premium lead	Mr Andrew Marshall
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Pupil premium funding allocation previous academic years</i>	£43,935.00 <del>£53,807.00</del> <del>£64,253.75</del>
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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	£43,935.00

## Part A: Pupil premium strategy plan

### Statement of intent

**Vision for all children, including the group for whom we receive Pupil Premium Funding**

*At Kirton Lindsey Primary Academy, we want to celebrate the individual attributes, talents and abilities of all the children and adults; including our children whom we receive pupil premium funding for. We are proud of our rural town location and strive to be outward facing; seeking to develop and innovate in our curriculum to celebrate the diversity and variety of our country and world; including supporting our pupil premium children to access enrichment. We strive to ensure that every child accesses highly effective teaching and learning both in and beyond the classroom into our local community. We are constantly driving forward our motto of being a school 'where young minds shine,' seeking to develop high aspirations so that all children are exceptionally well-prepared for their next steps in life and especially our pupil premium children. We will regularly share the*

*children's experiences and achievements with their families and recognise the importance of their involvement in the academic and pastoral development of their child. We want Kirton Lindsey Primary School to be an inspiring, engaging and nurturing environment, where everyone feels safe and can thrive.*

Across the whole academy we focus on Quality First Teaching which benefits all children. Where children face challenges to access the curriculum, we ensure their needs are met through support and intervention from the pastoral and academic teams. Gaps in learning and/or provision can be identified and closed through tailored support and adaptations. These are monitored so that if gaps are not closing / closed support will be altered or changed. We will all ensure that:

- All children, including those who are disadvantaged, are academically challenged through Quality First Teaching;
- For all children, including those who are disadvantaged, we have high expectations and aspirations for their achievement and experience in school;
- All children's health and wellbeing is prioritised when tailoring support and adaptations to address gaps in learning and/or provision;
- All children who are identified as requiring support, including those who are disadvantaged, are known to all staff.

## Challenges

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

Challenge number	Detail of challenge
1. Quality of Education	Some of our PP children do not achieve as highly (attainment and progress) as non-PP children in RWM. Our PP children need to receive the highest quality teaching to reduce this gap. <ul style="list-style-type: none"> <li>• 2025 KS2 outcomes: Re S/S 98.8 vs. 105.5. Wr S/S 97.9 vs 100 Ma S/S 98.4 vs. 104 and GPS S/S 101.0 vs. 105.2.</li> <li>• 2025 PSC outcomes: PSC pass: 62.5% vs. 100%. Ave score: 31.1 vs. 37.8</li> </ul>
2. Quality of Education	Some of our PP children do not always have equity to our curriculum enrichment as our non-PP children.
3. Quality of Education	Some of our PP children in KS2 need to close gaps in knowledge and skills quickly and alongside teaching, additional hardware and software technology can make teaching more efficient and effective.
4. Quality of Education	Some of our PP children require targeted interventions to close gaps in literacy and numeracy. <ul style="list-style-type: none"> <li>• 2025 EYFSP outcomes: GLD 71% (2028 target is 75%)</li> <li>• 2025 KS2 outcomes: Re S/S 98.8 vs. 105.5. Wr S/S 97.9 vs 100 Ma S/S 98.4 vs. 104 and GPS S/S 101.0 vs. 105.2.</li> <li>• 2025 PSC outcomes: PSC pass: 62.5% vs. 100%. Ave score: 31.1 vs. 37.8</li> </ul>
5. Quality of Education	Some of our PP children require targeted support to meet Phonics expectations and pass the PSC in Year 1 and 2. <ul style="list-style-type: none"> <li>• 2025 PSC outcomes: PSC pass: 62.5% vs. 100%. Ave score: 31.1 vs. 37.8</li> </ul>

6. Quality of Education	Some of our PP children have unmet or under-met SEND needs and require specific targeted interventions and resources to support these needs.
7. Personal Development / MHWB	Some of our PP children need further support for mental health and wellbeing.
8. Personal Development	Some of our PP children need a supportive start to the academy day and support during social times
9. Attendance and Punctuality	<p>Some of our PP children have lower attendance and punctuality than our non-PP children.</p> <ul style="list-style-type: none"> <li>Attendance in 2024-25 for PP was 93.6% vs. 96.4% non-PP.</li> <li>Persistent Absence (PA) in 2024 for PP was 14.7% vs. 3.6% non-PP.</li> </ul>

Key to tiered approaches

- High quality teaching
- Targeted academic support
- Wider strategies

## 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.

Challenge	Intended outcome	Success criteria
1	Children ready and able to move into secondary education whether that be academically or pastorally.	<ul style="list-style-type: none"> <li>All children transition successfully into secondary because they are academically and emotionally ready.</li> <li>All children reach age-related expectations – attainment and progress.</li> </ul>
2	Children experience a broad and rich curriculum both in and out of school, experiencing activities and opportunities that they might not otherwise, helping to raise aspirations and self-esteem.	<ul style="list-style-type: none"> <li>All children are able to access all activities across the school without finance being a barrier.</li> </ul>
3	Children use a range of technologies to support and enhance their learning leading to higher engagement and attainment/progress	<ul style="list-style-type: none"> <li>All children reach age-related expectations – attainment and progress.</li> </ul>
4	Children who require additional support for literacy and numeracy receive high quality intervention(s) to remedy any gaps in knowledge and understanding.	<ul style="list-style-type: none"> <li>All children who access additional support for literacy and numeracy can show demonstrable impact and where applicable reach age-related expectations – attainment and progress.</li> </ul>
5	High quality synthetic phonics programme (SSP) taught with high fidelity across the school with disadvantaged children making expected progress.	<ul style="list-style-type: none"> <li>Children across the school access high quality SSP with high fidelity.</li> </ul>

		<ul style="list-style-type: none"> <li>Performance of PP children is in-line with non-PP children and in-line with national</li> </ul>
6	Children who require additional support for SEND receive high quality intervention(s) to remedy any SEND or SEMH needs	<ul style="list-style-type: none"> <li>All children who access additional support for SEND and SEMH can show demonstrable impact.</li> </ul>
7	Children can access tailored support for mental health and wellbeing through Barnardos WRAP programme and/or With Me in Mind programme.	<ul style="list-style-type: none"> <li>Children and parents/carers talk positively about their WRAP or WMIM experience and how it has helped them.</li> </ul>
8	Children can access our Breakfast Club to have a healthy breakfast and access to our pastoral team. Children can also access our supported Lunch Club to have a healthy lunch and access our pastoral team.	<ul style="list-style-type: none"> <li>All children who require additional social / pastoral / emotional support / resource at breakfast and lunchtime can access this without finance being a barrier.</li> </ul>
9	All children attend school regularly (at least 97%) and where children fall below this expectation, highly effective and timely support and interventions are used to remedy this.	<ul style="list-style-type: none"> <li>All children attend school regularly (aiming for at least 97% of time).</li> </ul>

## 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.

### Strand 1: High quality teaching

Budgeted cost: £20,000

Challenge	Activity	Evidence that supports this approach
1	All teachers to receive high quality CPD using research from Rosenshine / Tom Sherrington and TLAC / Doug Lemov. CPD to reinforce and model the components of effective teaching.	EEF Toolkit. Individualised instruction. Very low cost for moderate impact +4 months progress. EEF Toolkit. Mastery Learning. Very low cost for high impact +5 months progress. Used in Mathematics.
2	All children have access to enrichment – internal and external, without a cost barrier – PP children to have priority access to enrichment and 50% subsidy for costed experiences and visits.	<ul style="list-style-type: none"> <li>In 2023/24 subsidies were £870.90.</li> <li>In 2024/25 subsidies were £1079.80.</li> </ul>
2	All children in Year 3 and 4 to receive music tuition from North Lincolnshire Music Service. Children will be learning to play the Toot and read music to perform in the Christmas and Easter Concert.	EEF Toolkit. Arts Participation. Very low cost for moderate impact +3 months progress. <ul style="list-style-type: none"> <li>In 2024/25 costs were £1,368</li> </ul>
2	All children offered an opportunity to access peripatetic music to build on the tuition above.	EEF Toolkit. Arts Participation. Very low cost for moderate impact +3 months progress.
3	Teachers equipped with new hardware technology e.g. visualisers, to improve assessment for learning in the classroom.	EEF Toolkit. Feedback. Very low cost for very high impact +6 months progress.

3	Teachers equipped with new software technology e.g. Learn By Questions, to provide adaptive teaching and assessment support for pupils who require interventions.	EEF Toolkit. Small group tuition. Low cost for moderate impact +4 months progress. <ul style="list-style-type: none"> <li>In 2023/24 cost was £250pa</li> <li>In 2024/25 cost was £250pa</li> </ul>
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## Strand 2: High quality teaching

Budgeted cost: £20,000

Challenge	Activity	Evidence that supports this approach
4	Teaching Assistants under direction of teachers, deliver 1:1 and small group targeted interventions for children for literacy and numeracy. See also challenge 3.	EEF Toolkit. 1:1 tuition. Moderate cost for high impact +5 months progress. EEF Toolkit. Small group tuition. Low cost for moderate impact +4 months progress. EEF Toolkit. Teaching Assistant Interventions. Moderate cost for moderate impact +4 months progress.
5	EYP and Teaching Assistants under direction of teachers / Phonics Lead, deliver 1:1 and small group targeted interventions for children to meet phonics expectations, including those who did not pass the PSC in KS2.	EEF Toolkit. Phonics. Very low cost for high impact +5 months progress. EEF Toolkit. 1:1 tuition. Moderate cost for high impact +5 months progress. EEF Toolkit. Small group tuition. Low cost for moderate impact +4 months progress. EEF Toolkit. Teaching Assistant Interventions. Moderate cost for moderate impact +4 months progress.
6	Teaching Assistants under direction of teachers, deliver 1:1 and small group targeted interventions for children with specific SEND / SEMH needs. See also challenge 1.	EEF Toolkit. Teaching Assistant Interventions. Moderate cost for moderate impact +4 months progress. EEF Toolkit. Metacognition and self-regulation. Very low cost for very high impact +4 months progress.

## Strand 3: Wider Strategies

Budgeted cost: £13,807

Challenge	Activity	Evidence that supports this approach
7	All children can access support through the Barnardos WRAP programme and/or With Me in Mind programme.	EEF Toolkit. Social and emotional learning. Very low cost for moderate impact +4 months progress.
8	Vulnerable and disadvantaged children / families offered a place at breakfast club (within universal offer). PP children to have priority access to breakfast club and 50% subsidy. Run by the Pastoral Team.	EEF Toolkit. Social and emotional learning. Very low cost for moderate impact +4 months progress.

		EEF assessment on free school breakfast provision.
8	Vulnerable and disadvantaged children / families offered a place at lunch club (within universal offer). Run by the Pastoral Team.	EEF Toolkit. Social and emotional learning. Very low cost for moderate impact +4 months progress.
9	Children who are in PA or at risk of PA (<93%) are supported by the Pastoral & Attendance Officer to overcome barriers to attendance.	EEF Toolkit. Mentoring. Moderate cost for low impact +4 months progress.

## 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 2024-25 academic year.

#### Challenge 1

#### Challenge 4

- The KS2 outcomes (2024) for PP children (8) were:
  - Reading. EXS+ 67% GDS: 17% - compared to 60% EXS+ / 16% GDS whole cohort
  - Writing: EXS+ 67% - compared to 56% EXS+ whole cohort
  - Mathematics: EXS+ 50% - compared to 64% EXS+ whole cohort
  - SPaG: EXS+ 67% GDS: 17% - compared to 68% EXS+ / 16% GDS whole cohort
- The KS1 outcomes (2024) for PP children (1) are skewed because of small cohort size but were:
  - Reading. EXS+ 100% - compared to 83% EXS+ whole cohort
  - Writing. EXS+ 100% - compared to 77% EXS+ whole cohort
  - Mathematics. EXS+ 100% - compared to 93% EXS+ whole cohort

Analysing School Performance shows only provisional data for 2025 and does not currently show PP breakdown (as of 12.02.2025)

- The Year 1 Phonics Screening Check (PSC) outcomes (2025) for PP children (4) were:
  - 43% passed – compared to 88.5% whole cohort
- The Year 2 Phonics Screening Check (PSC) outcomes (2025) for PP children (1) were:
  - 100% passed – compared to 100% whole cohort

#### Challenge 2

- All children continue to have access to enrichment – internal and external, without a cost barrier – PP children continue to have priority access to enrichment and 50% subsidy for costed experiences and visits. Additional fundraising and donations have been used to subsidise experiences and visits further for all children. Parents/carers who experience financial difficulties with uniform or equipment e.g. planner, have had these provided. We have a large stock of high quality, pre-worn uniform in a range of sizes to give away to parents/carers.

- Children in Year 3 and 4 have started receiving music tuition from the North Lincolnshire Music Service. They are all performing confidently and went to our local Church at Christmas to perform a song, using Toots, to families and the local community.

### Challenge 3

- Children in Year 5 and 6 have access to new intervention software – Learn By Questions – to support mathematics. Similarly, all children, particularly in Year 4 have access to Times Tables Rock Stars to support their mathematics.
- Teachers are using new visualisers in class for AFL.

### Challenge 5

- The systematic teaching of phonics continues to be developed and embedded. This is the third year we have used The Little Wandle SSP. The new Phonics Lead / Reception teacher and Early Years Practitioner are working across EYFS and KS1 to improve Phonics outcomes. Children's progress is now accurately and systematically tracked. We continue to work with our local English Hub to audit the delivery and effectiveness of our Little Wandle SSP and provide staff CPD.
- The Year 1 Phonics Screening Check (PSC) outcomes (2025) for PP children (4) were:
  - 43% passed – compared to 88.5% whole cohort

### Challenge 6

- Children who require additional SEND and SEMH interventions are receiving these from teachers, teaching assistants and the pastoral team. Children are also using software to support their learning e.g. Dyslexia Gold.

### Challenge 7

- Children in need of additional support have received this from the WRAP programme. Two colleagues have been WRAP trained by Barnardos and the first cohort were 8 children who were identified as needing support with mental health and wellbeing. All 8 attended the weekly 2 hour workshops and parents/carers were part of this too. This programme will continue now staff have been trained. 2 children on the WRAP programme were PP. The school is now running additional Barnardos programmes – Unique Umbrella for KS1 and My Rainbow of Resilience for KS2. Small groups <10 are referred for these programmes and these groups do comprise of pupils with PP.
- Children in need of additional transition support have received this from the With Me In Mind programme. A cohort of 10 Year 6 children were identified as needing additional pastoral support to prepare them for moving from primary to secondary. This programme will continue. Additional 1:1 support has been offered from WMIM and we continue to refer children to this service. Additional class workshops have been run by WMIM in April and June. Y4 Managing Emotions (4x PP). Y5 Wellbeing and Self-Care (7x PP), Y3 Understanding Emotions (2x PP) and Y6 Managing Change (9x PP).
- WMIM have run additional parent/carers meetings on topics connected to mental health and wellbeing. These will continue.

### Challenge 8

- Our breakfast club supports 15-20 children per day (depending on the day). Just under 50% of these children are PP.
- 2024-25. From February 2025 the school has provided a full wrap around provision – 7:30-9:00 Early Birds and 3:30-6:00 Night Owls. 4 children who attend Early Birds are PP (14%); 4 children who attend Night Owls are PP (22%).

### Challenge 9

- Children attend school well. School attendance has improved from 94% in 2021-22 to 95.5% in 2023-24 and our current target is 97%. Our PA figure has decreased to 9.7% from over 10%. Specifically, PP absence has decreased from 10% in 2021-22 to 7.5% in 2023-24. Our figures track higher than the national average and the regional (Yorkshire & Humber) average.
- 2024-25 whole school attendance was 95.9% (this is 1.4% higher than national). PP attendance was 93.6% (this was 1.5% higher than national). We are closing the gap between PP and non-PP attendance. PA for PP was 14.7% (this was 11.9% lower than national). PA for whole school was 5.5% so this is a priority to reduce PP PA.
- Children enjoy coming to school. Our most recent parent/carer survey returned our highest figures for children being happy and feeling safe in school – 95% and 95% respectively (Nov25)

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National College	The National College
ECT programme	Ambition Institute / David Ross Education Trust (DRET)
Little Wandle Letters and Sounds	Wandle Learning Trust
White Rose Maths	Trinity MAT
Dyslexia Gold	Engaging Eyes Ltd
Learning by Questions (LbQ)	Learning by Questions

## Service pupil premium funding (optional)

Detail	Amount
Service Pupil Premium funding allocation this academic year 4 children are in receipt of SPP	£1,400.00

**Service pupil premium funding (optional)** *For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

Our Service Pupil Premium is spent on:

- Our Pastoral Team (Pastoral Manager and Attendance & Pastoral Officer) to support service children and their families as required.
- Buying fiction books where the main character / plot is in service – to support particularly younger children on understanding their family situation.
- Subsidising trips and visits where appropriate (see challenge 2 above)



- Ensuring where trips and visits are limited to numbers a place is allocated for Service Children (see challenge 2 above).

**The impact of that spending on service pupil premium eligible pupils**

Service children access all trips across the academy as well as the extra-curricular trips and activities and where needed this is supported financially. All children are supported by the Pastoral Team where required with tailored support and interventions as required. They have facilitated:

- Letter writing to families who are on operational tours;
- Pastoral support meetings for children;
- Pastoral support meetings for parents and families.