

Pupil Premium Strategy Statement - Kirby Muxloe

Primary School School Overview - December 2025



This statement details our school's use of pupil 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 and the outcomes for disadvantaged pupils last academic year.

Detail	Amount
Pupil premium funding allocation this academic year	£50,787
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,787

Detail	Data
Name of School	Kirby Muxloe Primary School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	9.02% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026, 2026 - 2027, 2027 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026, July 2027 & July 2028
Statement authorised by	Mr Elliot Howles
Pupil premium lead	Mrs Danielle Orton
Governor / Trustee lead	Curriculum & Standards Committee

Part A: Pupil Premium Strategy Plan ... Statement of Intent

Our new 'School Values' define and highlight Kirby Muxloe Primary School as an establishment for pupils, families and staff. They are at the core of all that we do and believe. Our high expectations, strong leadership team and positive school ethos create the foundations for our values and vision to grow.

We are a two-form-entry school in the heart of our Leicestershire village. As a school, we dynamically adapt, refine and develop our approach year on year to meet the needs of all of our pupils - new and existing. This highlights our passion for inclusivity and opportunity for all.

As a school we believe that all children should be given the foundations and opportunities to make good progress and achieve high attainment across all subject areas. A child's background or personal challenges should never be a barrier to achievement, opportunity or success.

We work closely with all families, external agencies and social workers to ensure potential challenges faced by all vulnerable children are closely considered, monitored and supported - whether the child is disadvantaged or not. We believe that every child at Kirby Muxloe Primary School should be given every opportunity to achieve.

Quality first teaching is at the core of our approach as this is proven to give all children the best opportunity to close any gaps in learning - therefore supporting all disadvantaged children whilst benefiting their peers. Early intervention and continuous staff development is key. We continually review and adapt teaching and approaches to ensure all children receive the best opportunities, both academically and personally.

Disadvantaged children are identified and supported through flexible and adaptable teaching strategies and support systems within each lesson. Close monitoring of assessment data ensures specific gaps in learning are identified and teaching tailored specifically to reducing these.

As a school we use our professional judgement and the latest evidence-based research when deciding how we will spend our Pupil Premium funding - we do this in a way that we feel will best support the individuals here at Kirby Muxloe Primary School. This incorporates both academic attainment and opportunities beyond the classroom in order to raise levels of progress and support children in fulfilling future aspirations.

Although we do not allocate such spending on an individual basis, all children receive a core offer during their time at KMPS. This includes additional classroom support where they are behind their peers (tailored specifically to their individual gaps in learning), funding for swimming (Y1 - Y4) and a contribution towards educational school trips including the residential trips in Y4 and Y6.

By implementing this approach and vision, along with our new school values, we are ensuring that all disadvantaged children have the best opportunity to succeed, both academically and personally, during their time at Kirby Muxloe Primary School.

Challenges

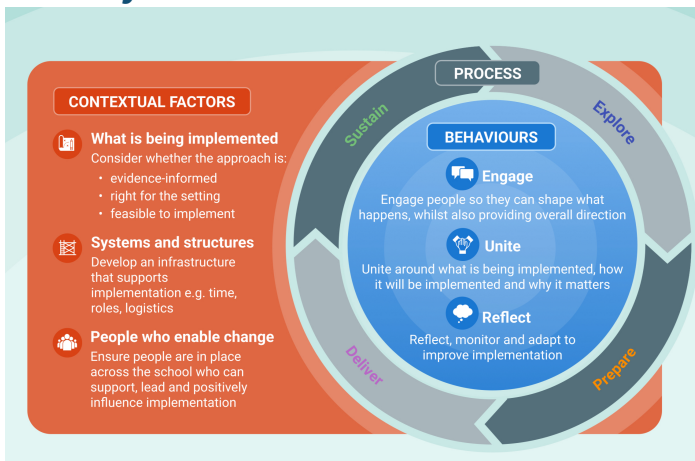
Challenge Number	Detail of Challenge
1	<p>Continuous reviews of attendance, discussions with families and colleagues and formalised action plans have identified that children's attendance is dropping below 95% for our disadvantaged children.</p> <p>50% of disadvantaged pupils in 2024-2025 were under 95% = 22 children 31% of disadvantaged pupils in 2024-2025 were under 90% = 14 children</p>
2	<p>Discussions and observations highlight an increase in social and emotional needs for many of our pupils. These challenges particularly affect and impact our disadvantaged children with currently 41% of children receiving support being disadvantaged pupils.</p> <p>There has been an increase in referrals to our 'Pastoral Lead' from both staff and families who feel that the extra support is necessary. The impact of the pandemic and subsequent cost of living crisis on our students is evident through the increase in the physical and personal resources needed to support mental health, well being and academic needs</p>
3	<p>Assessments, observations and formal data snapshots identify that disadvantaged children are not all reaching the 'EXPECTED' standard (or above) in Reading, Writing and Maths with writing across the school - sentence structures, language and vocabulary - being a particular area of focus.</p> <p>Whilst writing remains a whole school focus, disadvantaged children are performing further behind their peers in maths according to our end of key stage data from 2024-2025. Only 60% of disadvantaged pupils at the end of KS2 and 58% of pupils at the end of KS1 are meeting the 'expected standard'.</p>

Intended Outcomes...

Intended outcome	Success criteria
To ensure disadvantaged children's school attendance remains above 95% including school trips and residential stays.	<p>Through regular attendance reviews, it will be evident that all disadvantaged pupils show a sustained (if already displaying good attendance) or improved attendance.</p> <p>Regular meetings with staff and parents will show a proactive and supportive approach when dealing with attendance related issues. Action plans will show clear and measurable steps in tackling these issues.</p> <p>Academic progress will accelerate as all lessons/interventions are attended and progress can be measured using both formal (PiXL data and test scores) and informal processes.</p> <p>Higher percentage of children accessing wider opportunities gained through school trips, residential stays and PFA organised events.</p>
To reduce the amount of children needing additional 'Pastoral' support as mental health and well-being needs noticeably improve.	<p>Pastoral support will reduce for disadvantaged children - currently 41% of children receiving support are disadvantaged pupils - support given, at both home and school, will ensure a noticeable improvement in mental health, well-being and emotional needs. Parental engagement will increase for these children to ensure a collaborative approach when tackling the challenges personal to the individual.</p> <p>This, in turn, will positively impact both attendance and academic progress for individuals, building personal growth and opportunities beyond the school environment.</p>

<p>To ensure disadvantaged children meet age related expectations in maths across the school.</p>	<p>There will be a significant improvement in the number of disadvantaged children achieving the 'Expected' standard (or above) in maths as our current data shows that there are only 60% of pupils at the of KS2 and 58% of pupils at the end of KS1 currently meeting this standard.</p> <p>All teaching will follow our lesson structure - Review and Do, Over to You, Something New, Back to You - this ensures opportunities to fully embed retention and understanding of fundamental skills around fluency and the four operations.</p> <p>Assessments and observations will identify more specific and individual challenges which can be addressed through interventions and additional classroom support. As a PiXL school we will continue to address such challenges through our regular 'core team meetings' and regularly evaluate the impact of such approaches.</p>
<p>To ensure disadvantaged children meet age related expectations in writing across the school.</p>	<p>There will be a noticeable improvement in the number of disadvantaged children achieving the 'Expected' standard (or above) in writing as our current data shows that there are 80% of pupils at the end of KS2 and 78% of pupils at the end of KS1 currently meeting this standard.</p> <p>All quality first teaching will fully embed our 'Ready, Steady, Write' writing scheme with early writing skills being a fundamental starting point as a school. Staff meetings and training will ensure relevant PiXL resources are shared and relevant surgeries and training scheduled.</p> <p>Assessments and observations will identify more specific and individual challenges which can be addressed through interventions and additional classroom support. As a PiXL school we will continue to address such challenges through our regular 'core team meetings' and regularly evaluate the impact of such approaches.</p> <p>Regular moderation and assessment tools will evidence the progress made, and the areas and evidence needed, to ensure all pupils are demonstrating a secure knowledge of how to be an 'expected' writer.</p>
<p>To ensure high impact provision for disadvantaged children across the school.</p>	<p>All staff delivering high quality provision, through quality first teaching, inspiring and engaging experiences and interventions (within and beyond) the classroom, to ensure accelerated progress for all pupils.</p> <p>Staff training opportunities and CPD events for all staff continually to develop and evolve class teachers and support staff.</p>

Activity in this Academic Year...



The Educational Endowment Foundation (EEF).

Using Pupil Premium - Guidance for Teachers - EEF

This provides a lot of the evidence which supports the rationale behind our approach. The toolkits are specifically tailored to the different areas within this strategy.

This visual, along with other documentation in the strategy, representation shows how our approach is specifically tailored to meeting the needs of our disadvantaged children.

High quality teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.

Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.

Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The tiered model provides a useful starting point for you to think about how to target your Pupil Premium funding. Many strategies within the tiered model will overlap and the balance between the three categories will vary from year to year as your school's priorities change.

Teaching... Budgeted Cost: £4,894.11

Activity:	Evidence that supports this approach:	Challenge:
Clear and specific 'Provision Maps' for staff working with disadvantaged children with time specifically dedicated. 'Core Team Meetings' clearly identify specific targets for reading, writing and maths which are regularly reviewed following PiXL assessments and three weekly meeting reviews.	<p>EEF Subject Specific Reports & Guidance for Teachers</p> <p>The Reading House - Education Evidence - EEF</p> <p>Literacy & Mathematics - Guidance Reports - EEF</p> <p>EEF BLOG: Unlocking Potential</p> <p>The Power of Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	3
Class teachers to promote a 'love for learning' through quality first teaching. Dedicate, and protect, time to build relationships with disadvantaged children to ensure school is a place they want to be attending. Class teachers to ensure there is 1:1 time each term when reviewing and setting targets to support this aim.	<p>Improving Social & Emotional Learning in Primary Schools - Guidance Report - EEF</p> <p>Improving Behaviour in Schools</p> <p>Guidance Report - EEF</p> <p>https://d2tic4wwo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</p>	1 and 2
Ensure our 'School Values' are at the core of the classroom and school environment. Live and breath our vision and values and ensure buy in from all pupils. Quality First Teaching to ensure disadvantaged children are targeted within lesson planning and all staff are working together to reduce gaps in learning.	<p>Social & Emotional Learning</p> <p>https://d2tic4wwo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</p> <p>Teaching & Learning Toolkit - EEF</p> <p>Subject Specific Reports & Guidance for Teachers EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	1, 2 and 3
Whole school approaches to develop writing progress shared, revisited and developed. Ready, Steady, Write and Read, Write, Inc embedded within classrooms by teachers, support staff and pupils. Further literacy development around Oracy through PiXL cascaded through training opportunities and resourcing.	<p>Teaching & Learning Toolkit - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	3

Targeted Academic Support... Budgeted Cost: £38,428.63

Activity:	Evidence that supports this approach:	Challenge:
LSA development to ensure high quality questioning, specific outcomes within sessions and promotion of independent learners. Incorporate PiXL Therapies and Surgeries during intervention sessions to ensure learning is tailored to specific and individual gaps in knowledge. Use the assessment tools linked to measure immediate impact and adjust next steps accordingly.	<p>Assessment & Feedback</p> <p>Guidance for Teachers - EEF</p> <p>Literacy & Mathematics - Guidance Reports - EEF</p> <p>EEF BLOG: Unlocking Potential</p> <p>The Power of Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	3

<p>Pastoral sessions timetabled to explore deeper reasons that lead to poor attendance.</p> <p>Time spent working with families to explore deeper meanings behind pastoral needs and poor attendance. Work collaboratively to ensure improvement.</p> <p>Whole staff approach to keeping regular contact with families and parents.</p>	<p>Social & Emotional Learning</p> <p>Teaching & Learning Toolkit - EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</p>	1 and 2
<p>1:1 sessions with the pastoral lead, drop in sessions and some in class support and social communication groups for those who require it.</p> <p>Support offered with accessing and completing work set at home. Time spent working with families.</p>	<p>Homework - Teaching & Learning Toolkit - EEF</p> <p>EEF BLOG: Unlocking Potential</p> <p>The Power of Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	1, 2 and 3

Wider Strategies... Budgeted Cost: £7,175.00

Activity:	Evidence that supports this approach:	Challenge:
<p>Personal funding contribution allocated for class trip, residential trips, whole school events and swimming lessons in our school pool to build cultural capital and provide wider opportunities.</p>	<p>Life Skills & Enrichment - Guidance for Teachers - EEF</p> <p>Supporting School Attendance - EEF</p> <p>Improving School Attendance - Ofsted Education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1 and 2
<p>Use of inclusion lead time, pastoral support and external agencies to seek advice for children with multiple barriers to learning.</p> <p>Personalised programme of learning tailored to support specific children where appropriate.</p>	<p>Social & Emotional Learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</p> <p>Teaching & Learning Toolkit - EEF</p> <p>EEF BLOG: Unlocking Potential</p> <p>The Power of Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	1, 2 and 3
<p>AHT and Admin Team to monitor the attendance of disadvantaged children half termly - emailing reports to teachers, looking for patterns/trends and supporting attendance meetings with parents and teachers.</p> <p>Pupil Premium Lead to liaise with parents regarding attendance and barriers to reaching a minimum of 95%.</p> <p>Formal process in place through 'Attendance Action Plans' to ensure actions are clear and achievable.</p>	<p>Parental Engagement - Early Years Toolkit - EEF</p> <p>Supporting School Attendance - EEF</p> <p>Improving School Attendance - Ofsted Education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1 and 2
<p>Pupil Premium Lead to continue to actively promote and encourage engagement of disadvantaged children and their parents in wider school life including trips and swimming lessons.</p> <p>Tracking of parent engagement through Parents Evening Data, scheduled meeting data and wider events.</p> <p>The PFA provides free tickets to all school events to all children eligible for Pupil Premium and the Pupil Premium Lead issues these for each event.</p>	<p>Life Skills & Enrichment - Guidance for Teachers - EEF</p> <p>Parental Engagement - Early Years Toolkit - EEF</p> <p>Supporting School Attendance - EEF</p> <p>Improving School Attendance - Ofsted Education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1 and 2
Contingency for unanticipated needs:	£289.96	

Total budgeted cost: £50,787

<p>1</p> <p>Develop pupils' speaking and listening skills and wider understanding of language</p> <ul style="list-style-type: none"> Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge. 	<p>2</p> <p>Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</p> <ul style="list-style-type: none"> Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. 	<p>3</p> <p>Effectively implement a systematic phonics programme</p> <ul style="list-style-type: none"> Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Consider the following when teaching a phonics programme: <ul style="list-style-type: none"> Training: ensure all staff have the necessary pedagogical skills and content knowledge. Responsiveness: check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching. Engagement: lessons engage pupils and are enjoyable to teach. Adaptations: carefully consider the potential impact of adaptations to the programme. Focus: a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency. 	<p>4</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension</p> <ul style="list-style-type: none"> Reading comprehension can be improved by teaching pupils' specific strategies for supporting them with inferring and self-monitoring their understanding. These include: <ul style="list-style-type: none"> prediction; questioning; clarifying; summarising; and activating prior knowledge. Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently. 	<p>5</p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <ul style="list-style-type: none"> Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. These include: <ul style="list-style-type: none"> pre-writing activities; drafting, editing and revising; and sharing. Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. 	<p>6</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <ul style="list-style-type: none"> Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied. 	<p>7</p> <p>Use high quality information about pupils' current capabilities to select the best next steps for teaching</p> <ul style="list-style-type: none"> Collect high quality, up-to-date information about pupils' current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well. Teaching can be adapted by: <ul style="list-style-type: none"> changing the focus: models of reading and writing, e.g. The Simple View of Reading, can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next. changing the approach: if a pupil is disengaged or is finding activities too easy or too hard, adopt a different approach to teaching the same aspect of literacy. 	<p>8</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.
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Sections are colour coded for ease of reference

<p>1</p> <p>Develop pupils' language capabilities</p> <ul style="list-style-type: none"> Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: <ul style="list-style-type: none"> collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing. Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. 	<p>2</p> <p>Support pupils to develop fluent reading capabilities</p> <ul style="list-style-type: none"> Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through: <ul style="list-style-type: none"> guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding. 	<p>3</p> <p>Teach reading comprehension strategies through modelling and supported practice</p> <ul style="list-style-type: none"> Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none"> prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge. Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. Texts should be carefully selected to support the teaching of these strategies. 	<p>4</p> <p>Teach writing composition strategies through modelling and supported practice</p> <ul style="list-style-type: none"> Writing can be thought of as a process made up of five components: <ul style="list-style-type: none"> planning; drafting; revising; editing; and publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. 	<p>5</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques. 	<p>6</p> <p>Target teaching and support by accurately assessing pupil needs</p> <ul style="list-style-type: none"> Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively. 	<p>7</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.
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1

Develop practitioners' understanding of how children learn mathematics



- Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.
- Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.
- Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.
- The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.

2

Dedicate time for children to learn mathematics and integrate mathematics throughout the day



- Dedicate time to focus on mathematics each day.
- Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.
- Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.
- Seize chances to reinforce mathematical vocabulary.
- Create opportunities for extended discussion of mathematical ideas with children.

3

Use manipulatives and representations to develop understanding



- Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.
- Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.
- Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.
- Encourage children to represent problems in their own way, for example with drawings and marks.
- Use manipulatives and representations to encourage discussion about mathematics.
- Encourage children to use their fingers—an important manipulative for children.

4

Ensure that teaching builds on what children already know



- It is important to assess what children do, and do not, know in order to extend learning for all children.
- A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.
- Carefully listen to children's responses and consider the right questions to ask to reveal understanding.
- Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.

5

Use high quality targeted support to help all children learn mathematics



- High quality targeted support can provide effective extra support for children.
- Small-group support is more likely to be effective when:
 - children with the greatest needs are supported by the most experienced staff;
 - training, support and resources are provided for staff using targeted activities;
 - sessions are brief and regular; and
 - explicit connections are made between targeted support and everyday activities or teaching.
- Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.

1

Use assessment to build upon pupils' existing knowledge and understanding



- Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.
- This should inform the planning of future lessons and the focus of targeted support.
- Effective feedback will be an important element of teachers' response to assessment.
- Feedback should be specific and clear, encourage and support further effort, and be given sparingly.
- Teachers not only have to address misconceptions but also understand why pupils may persist with errors.
- Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.

2

Use manipulatives and representations



- Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.
- However, manipulatives and representations are just tools: how they are used is essential.
- They need to be used purposefully and appropriately to have an impact.
- There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.
- Manipulatives should be temporary; they should act as a 'scaffold' that can be removed once independence is achieved.

3

Teach strategies for solving problems



- If pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem solving strategies to make sense of the unfamiliar situation.
- Select problem solving tasks for which pupils do not have ready-made solutions.
- Teach them to use and compare different approaches.
- Show them how to interrogate and use their existing knowledge to solve problems.
- Use worked examples to enable them to analyse the use of different strategies.
- Require pupils to monitor, reflect on, and communicate their problem solving.

4

Enable pupils to develop a rich network of mathematical knowledge



- Emphasise the many connections between mathematical facts, procedures, and concepts.
- Ensure that pupils develop fluent recall of facts.
- Teach pupils to understand procedures.
- Teach pupils to consciously choose between mathematical strategies.
- Build on pupils' informal understanding of sharing and proportionality to introduce procedures.
- Teach pupils that fractions and decimals extend the number system beyond whole numbers.
- Teach pupils to recognise and use mathematical structure.

5

Develop pupils' independence and motivation



- Encourage pupils to take responsibility for, and play an active role in, their own learning
- This requires pupils to develop metacognition—the ability to independently plan, monitor and evaluate their thinking and learning
- Initially, teachers may have to model metacognition by describing their own thinking.
- Provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.
- Avoid doing too much too early.
- Positive attitudes are important, but there is scant evidence on the most effective ways to foster them.
- School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children.

6

Use tasks and resources to challenge and support pupils' mathematics



- Tasks and resources are just tools—they will not be effective if they are used inappropriately by the teacher.
- Use assessment of pupils' strengths and weaknesses to inform your choice of task.
- Use tasks to address pupil misconceptions.
- Provide examples and non-examples of concepts.
- Use stories and problems to help pupils understand mathematics.
- Use tasks to build conceptual knowledge in tandem with procedural knowledge.
- Technology is not a silver bullet—it has to be used judiciously and less costly resources may be just as effective.

7

Use structured interventions to provide additional support



- Selection should be guided by pupil assessment.
- Interventions should start early, be evidence-based and be carefully planned.
- Interventions should include explicit and systematic instruction.
- Even the best designed intervention will not work if implementation is poor.
- Support pupils to understand how interventions are connected to whole-class instruction.
- Interventions should motivate pupils—not bore them or cause them to be anxious.
- If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary.
- Avoid 'intervention fatigue': interventions do not always need to be time-consuming or intensive to be effective.

8

Support pupils to make a successful transition between primary and secondary school



- There is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school.
- Primary and secondary schools should develop shared understandings of curriculum, teaching and learning.
- When pupils arrive in Year 7, quickly attain a good understanding of their strengths and weaknesses.
- Structured intervention support may be required for Year 7 pupils who are struggling to make progress.
- Carefully consider how pupils are allocated to maths classes.
- Setting is likely to lead to a widening of the attainment gap between disadvantaged pupils and their peers, because the former are more likely to be assigned to lower group.

Teaching strategies

1 Teach SEL skills explicitly



- Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.
- Self-awareness: expand children's emotional vocabulary and support them to express emotions.
- Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.
- Social awareness: use stories to discuss others' emotions and perspectives.
- Relationship skills: role play good communication and listening skills.
- Responsible decision-making: teach and practise problem-solving strategies.

2 Integrate and model SEL skills through everyday teaching



- Model the social and emotional behaviours you want children to adopt.
- Give specific and focused praise when children display SEL skills.
- Do not rely on 'crisis moments' for teaching skills.
- Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.
- Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.

Curriculum

3 Plan carefully for adopting a SEL programme



- Use a planned series of lessons to teach skills in dedicated time.
- Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch.
- Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context.
- Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes.
- Once underway, regularly review progress, and adapt with care.

4 Use a SAFE curriculum: Sequential, Active, Focused and Explicit



- Ensure your curriculum builds skills sequentially across lessons and year groups. Start early and think long term.
- Balance teacher-led activities with active forms of learning, such as: role-play, discussion and small group work, to practise skills.
- Focus your time: quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.
- Be explicit: clearly identify the skills that are being taught and why they are important.

Whole-school

5 Reinforce SEL skills through whole-school ethos and activities



- Establish schoolwide norms, expectations and routines that support children's social and emotional development.
- Align your school's behaviour and anti-bullying policies with SEL.
- Seek ideas and support from staff and pupils in how the school environment can be improved.
- Actively engage with parents to reinforce skills in the home environment.

Implementation

6 Plan, support, and monitor SEL implementation



- Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.
- Involve teachers and school staff in planning for SEL.
- Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.
- Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes.
- Monitor implementation and evaluate the impact of your approaches.

Sections are colour coded for ease of reference:

Proactive

1 Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

Reactive

5 Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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
N/A	N/A

Part B: Review of the Previous Academic Year (2024-2025)

Outcomes for disadvantaged pupils:

1. Summary Information: Kirby Muxloe Primary School 2024-2025:		
PP Budget: £43,735	Total Number of Pupils: 404	Number of Pupils Eligible for PP: 43

Current Attainment: Key Stage 2 SATs 2025:			Current Attainment: Key Stage 1 2025:	
% pupils achieving at least the expected standard by the end of KS2:	Pupils Eligible for PP	National Average	% pupils achieving at least the expected standard by the end of KS1:	Pupils Eligible for PP
Reading: 91%	80%	81% (63%)	Reading: 83%	72%
Writing: 87%	80%	78% (59%)	Writing: 80%:	71%
Maths: 93%	60%	80% (61%)	Maths: 92%	58%

2. Review of Expenditure for Previous Academic Year 2024-2025:

The academic picture when comparing our disadvantaged pupils to our non-disadvantaged in line with the national average shows that our gap in maths is the widest when analysing the data. Whilst writing remains a focus for the school, maths is a continuous area of focus for our disadvantaged pupils.

This year we will continue to focus on accelerated progress for all pupils through consistently high-quality teaching and well-planned interventions. We will continue to grow and embed our new writing programme across the school and further explore the PiXL resources available - particularly around literacy and oracy. Our new lesson structure for maths will enable a greater focus on our disadvantaged pupils and the specific gaps in their learning. Training resources and opportunities provided through staff meetings, CPD and PiXL networks and surgeries will further support all staff in closing really specific gaps for individuals.

Subject leaders will pay particular attention to the engagement, progress and attainment of all pupil groups, including disadvantaged. We will continue to monitor and assess progress - this will impact and feed into our 'core team meetings'. Impact will continue to be measured and assessed using tools available on PiXL.

As a school we have further formalised our tracking measures for monitoring and improving attendance. Weekly reports are sent to class teachers with further tracking from our assistant headteacher. Where necessary, formal action plans and meetings with parents have been implemented to support and improve attendance across the board. These processes and measures will continue to be reviewed and developed to further improve attendance for our disadvantaged pupils. Our picture last academic year showed: Summer Term 2025: Whole School 95.5% (National Average 94.9%) vs. PP & FSM 89.2% (National Average 92.4%).

When evidencing our actions and impacts for our disadvantaged pupils, we have dedicated staff meeting time to develop a running record which evidences the journey, plan and additional support (when needed) for all disadvantaged pupils. This includes academic, pastoral and support regarding wider opportunities. We will continue this process and further develop the level of detail to ensure all needs are consistently met - both academically and personally.

As a school we continued our 'iPad loaning scheme' to disadvantaged pupils for another year. The uptake was initially high, with only one child declining the offer. Through monitoring of usage, we found that 24 children signed up to this offer the following year, with three of these children returning their iPad early as they were no longer in use at home. When reviewing the uptake against the cost to assess the longevity and benefit of this model, we decided that we would not continue with this aspect of our offer next year.

Our pastoral support will continue to evolve, of the 32 children currently receiving support - 13 are disadvantaged pupils. Where children are less reliant on timetabled 1:1 sessions, drop ins have become more available. Clubs and opportunities beyond the classroom have been established to address more of the social and emotional needs present. Frequent communication between school and families allows us to better understand and meet the needs identified.

Pupil Premium myth-busting

Myth one
'Only eligible children can benefit from Pupil Premium spending.'

The Pupil Premium is designed to support schools to raise the attainment of socio-economically disadvantaged pupils. However, many of the most effective ways to do this—including improving the quality of teaching for these pupils—will also benefit other groups. That's fine! However, the primary driver behind the strategies you choose should be the needs of pupils that are eligible for Pupil Premium funding.

Myth two
'The Pupil Premium has to be spent on interventions.'

There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour.

Myth three
'School level data on its own is enough to make decisions about the best strategies to use.'

Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support. However, school data cannot tell leaders which approaches or programmes are most likely to be effective to address the needs of their students. This is why school leaders should use high quality external evidence to inform their decision-making alongside the expert knowledge they have of the pupils in their care.

Myth four
'Pupil Premium spending is only for lower-performing pupils'

The Pupil Premium is intended to support the life chances of socio-economically disadvantaged pupils and compensate for this disadvantage, which extends to high attainers. So it can—and should—be spent supporting programmes and interventions for eligible students who are high attainers.