

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King's Wood School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	33% (148 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2025
Date of last review (previous statement)	November 2025
Date of next review	July 2026
Statement authorised by	Janice Freeman
Pupil premium lead	Lara Virgo
Governor / Trustee lead	Sarah Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,220
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£224,220

Part A: Pupil premium strategy plan

Statement of intent

King's Wood School serves a diverse community of children and families. Our aim is for all children to access the high quality education to which they are entitled and deserve. We are committed to providing the support needed for those who are disadvantaged in order that they have equitable opportunities.

Within our school community there is a wide range of barriers, and varying levels of support needed, among families and children who attract Pupil Premium funding. Resources from Pupil Premium funding are allocated on the basis of need; all children attracting Pupil Premium funding are supported but not all will need or receive the same degree of support. To this end, barriers to good attendance, engagement, learning, wider opportunities and wellbeing are monitored carefully. The selection and allocation of resources is dynamic to meet changing needs.

Our aim is for all children to have high aspirations, become curious, engaged learners and develop into responsible citizens irrespective of background. To this end, we place great value on developing children's broader experiences through the wider curriculum and extra curricular opportunities. We are determined to ensure that children are well prepared for the next stages in their learning journey and so have invested in programmes, resources and staff to develop the essential numeracy and literacy skills needed. There is a sharp focus on Pupil Premium when allocating such resources and in monitoring their effectiveness.

Challenges

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

Challenge number	Detail of challenge																																																								
1	<p>Attendance figures show that there continues to be fluctuation in the proportion of children with good attendance, across the school cohort; this trend is more noticeable in the PP cohort compared with the non-PP cohort:</p> <p>Percentage of pupils with “good” (95%+) attendance:</p> <table border="1"> <thead> <tr> <th>Year / Term</th> <th>PP</th> <th>Non PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2022-3</td> <td>Aut</td> <td>17.6</td> <td>26</td> <td>-8.4</td> </tr> <tr> <td>Spr</td> <td>33.2</td> <td>50.4</td> <td>-17.2</td> </tr> <tr> <td>Sum</td> <td>27.9</td> <td>49.6</td> <td>-21.7</td> </tr> <tr> <td rowspan="3">2023-4</td> <td>Aut</td> <td>54.8</td> <td>61.4</td> <td>-6.6</td> </tr> <tr> <td>Spr</td> <td>42.4</td> <td>58.9</td> <td>-16.5</td> </tr> <tr> <td>Sum</td> <td>49.4</td> <td>60.4</td> <td>-11</td> </tr> <tr> <td rowspan="3">2024-5</td> <td>Aut</td> <td>51</td> <td>60.9</td> <td>-9.9</td> </tr> <tr> <td>Spr</td> <td>40</td> <td>50.5</td> <td>-10.5</td> </tr> <tr> <td>Sum</td> <td>41.3</td> <td>56.1</td> <td>-14.8</td> </tr> <tr> <td rowspan="3">2025-6</td> <td>Aut</td> <td>44.9</td> <td>59.7</td> <td>-14.8</td> </tr> <tr> <td>Spr</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sum</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>For all pupils, there are spikes of unauthorised absences in the weeks just before / after a school holiday and during Summer 2; however this pattern is more evident for PP children:</p> <p>In Autumn term 2025, 14% of PP children were the subject of PCMs or fines for non-attendance, compared with 9% of non-PP children.</p>	Year / Term	PP	Non PP	Difference	2022-3	Aut	17.6	26	-8.4	Spr	33.2	50.4	-17.2	Sum	27.9	49.6	-21.7	2023-4	Aut	54.8	61.4	-6.6	Spr	42.4	58.9	-16.5	Sum	49.4	60.4	-11	2024-5	Aut	51	60.9	-9.9	Spr	40	50.5	-10.5	Sum	41.3	56.1	-14.8	2025-6	Aut	44.9	59.7	-14.8	Spr				Sum			
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2	<p>A significant proportion of PP pupils are behind in their learning. A higher proportion have additional SEND barriers compared with the non-PP cohort, and a significantly higher proportion have both SEND and EAL.</p> <p>Combined RWM Attainment, Summer 2 2025, years 1-6:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Pupil Premium</p> <p>At/above expected</p> </div> <div style="text-align: center;"> <p>Not Pupil Premium</p> <p>At/above expected</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>PP Pupils: Secondary Characteristics</p> </div> <div style="text-align: center;"> <p>Non-PP Pupils: Secondary Characteristics</p> </div> </div> <p>In particular, there is a higher incidence of speech and language need in the PP cohort which is often a significant barrier to accessing learning across the entire curriculum. (31% of PP vs 19% of Non-PP)</p>
3	<p>PP pupils who have been working at ARE do not always maintain the standard when they transition Key Stage or year group.</p> <ul style="list-style-type: none"> - 10% of PP pupils who were assessed as On-track in July 2025 were assessed as “just below or below” in December 2025 for reading and writing. - 14% of PP pupils who were assessed as On-track in July 2025 were assessed as “just below or below” in December 2025 for maths.
4	<p>Pupil voice and parental discussions illustrate that, in many cases, it can be challenging for families where there is disadvantage or deprivation to:</p> <ul style="list-style-type: none"> ● provide a rich home learning environment with access to a wide range of resources and stimulation, ● visits places and attend events which can enrich and inspire, ● share opportunities to develop speech and language, ● provide nurture and plentiful attention.
5	<p>A number of our pupils, including disadvantaged pupils, present as tired / hungry / unkempt and do not always have suitable clothing. In the current economic climate, we have observed that these issues are becoming more prevalent and more challenging.</p>
6	<p>A significant number of PP pupils experience social and emotional difficulties and are in need of nurture and pastoral support. In some cases this does include issues linked to mental health.</p> <p>In some cases, this means that pupils do not always know how to show good learning behaviour.</p>

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
To reduce the gap between PP and non-PP pupils for attendance and punctuality so that they keep up with their learning.	For the number of PP pupils attend at least 95% of sessions to increase. For the number of PP pupils who are regularly late to school to reduce.
To accelerate the progress and attainment of all PP children; in particular, to ensure that PP pupils who are on track remain on track.	To have progress measure KS1-2 PP as 0 or above (expected progress) on INSIGHT, especially for pupils who have been at ARE in their previous KS or Year Group. To have evidence of progress for PP pupils who are working below ARE against the targets outlined in their learning plans or class provision map.
To reduce language gaps between PP pupils and their peers	Evidence in books and from pupil-talk shows a wider range of vocabulary, particularly Tier 2 and 3 vocabulary, being used appropriately.
To provide a broad and exciting curriculum and access to a wide range of enrichment activities	To ensure PP children participate in enrichment activities <ul style="list-style-type: none"> ● Club attendance ● Participation in school visits ● Participation in workshops and extra-curricular opportunities
To reduce instances of poor or unsociable behaviour and to develop resilience and self-esteem.	SDQ/Boxall profiling/pupil observation/behaviour records indicate improvements in pupil's emotional well-being. Nurture programmes are in place for Y1 & Y2. Counselling and other social and emotional support (e.g. friendship groups, young carers, therapeutic play) are available to children who need them.
To support families who struggle to find the resources to provide basic food / clothing for their children.	Inclusion team to work with families where issues of deprivation are evident and offer support which can include limited provision of food and clothing.

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: £3000

Activity	Evidence that supports this approach	Challenge no(s):
<p>Further assessment tools for English and maths are used to screen all pupils, including disadvantaged pupils, to ensure that they are making progress and to help teachers identify gaps in knowledge and understanding. These include Ruth Miskin, the FFT Reading Assessment Programme, Insight and Smartgrade.</p>	<p>The EEF (Education Endowment Foundation) toolkit suggests that high quality feedback based on pupils' specific needs has a significant impact on progress (+6 months). From our collective experience at King's Wood, identifying basic gaps in knowledge / understanding supports teachers to deliver suitably differentiated or scaffolded work and to design learning opportunities to help fill gaps in understanding. Measuring smaller steps of progress means that next steps are more clearly identified and are more likely to be achieved.</p>	
<p>The school's approach to reading has been redesigned and re-resourced. All staff teaching phonics in any Key Stage attend externally led Ruth Miskin (Read Write Inc.) training and 'in-house' CPD sessions delivered by the Phonics Lead, using the Ruth Miskin training pathways. The use of phonics resources has been monitored and guided by the Phonics Lead. Pupils who are disadvantaged benefit from a wide selection of reading material; those who are emerging readers have access to decodable books, suitable for the full age-range within the school. Those who are confident readers have access to a new range of texts with greater challenge and are directed to these choices when selecting books to read. The curriculum from Year 2 onwards focuses on developing fluency in reading, and developing the skills required for deeper understanding of texts.</p>	<p>The EEF toolkit suggests that both high quality phonics teaching and high quality reading comprehension teaching have a significant impact on progress (+4 months and +7 months respectively). The approaches used have a secure evidence base:</p> <ul style="list-style-type: none"> • Read Write Inc is a DfE approved phonics scheme. • Professor Tim Rasinski and Herts GfL have completed extensive research showing the positive impact of the reading fluency approach • Reciprocal Reading - the approach used to develop reading comprehension - has been designed and delivered based on research conducted by the EEF. <p>Test data shows that the approaches are improving standards in reading.</p>	2&3

Reading Practice SAT paper – Year 6 Pupil Premium, January 2026

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Average scaled score: 99

35%	25%	35%	5%

Reading Practice SAT paper – Year 6 Pupil Premium, January 2025

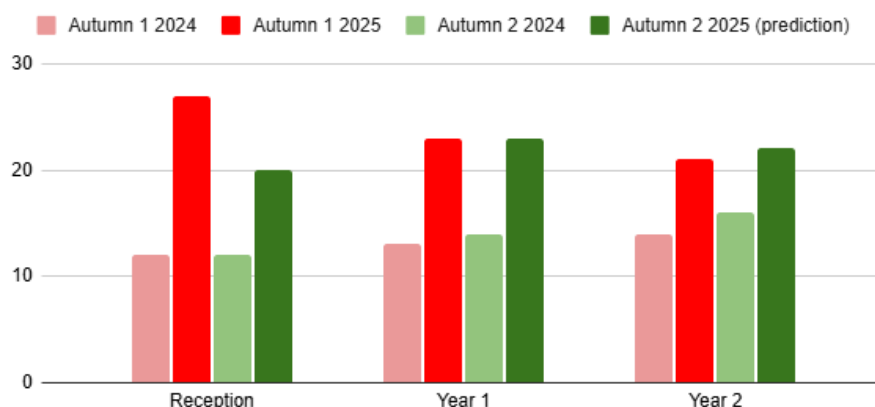
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Average scaled score: 94

73%	5%	15%	7%

Current PP Cohort (2025-6)	October 2023 Smartgrade Reading paper		October 2024 Smartgrade Reading paper		October 2025 Smartgrade Reading paper	
	APS	% On track	APS	% On track	APS	% On track
Year 6	88	33%	95	50%	99	65%
Year 5	90	37%	95	55%	100	72%
Year 4	93	34%	92	50%	95	55%
Year 3			85	22%	87	27%

Autumn 1 2024, Autumn 1 2025, Autumn 2 2024 and Autumn 2 2025 (prediction)



This graph compares the number of children who were on track to achieve the expected score in the Phonics Screening Check in October 2024 (red) and the children on track in October 2025

This is based on the entire cohort (not just Disadvantaged pupils.)

The teaching of Tier 2 and 3 vocabulary is an intrinsic element of all areas of the school curriculum; this supports all pupils, including disadvantaged pupils, to extend their knowledge and use of academic language.

The EEF toolkit identifies vocabulary learning as a specific strand in oral language intervention, which is described as high impact, with gains of +7 months. Our approach is based on the work of Alex Quigley and of Mary Myatt. Evidence in children's books, including disadvantaged learners, shows that they are using Tier 2 and 3 vocabulary. Evidence from pupil voice shows that they are retaining this knowledge.

2 & 3

We ensure a broad and balanced curriculum for all, with appropriate balance between intervention and access to all subjects.

All children, regardless of prior attainment and ability, deserve to experience a full and rich curriculum. The importance of this is supported by findings in the EEF toolkit, for example, the impact on progress through arts participation (+3 months) and physical activity (+2 months). However, those who need it are supported to plug gaps in knowledge and understanding so that they begin to catch up. Interventions are carefully timetabled to ensure that all children still access the breadth of curriculum and opportunities.

2 & 3

<p>Investment in CPD and resources to support pupil progress, pupil engagement and assessment for learning so that children enjoy learning and teachers can identify gaps to address. This includes:</p> <ul style="list-style-type: none"> ● Reading Gap and Writing Gap in-house CPD based on Alex Quigley work ● AfL / pupil engagement consultancy from Claire Gadsby, ● Read Write Inc. Phonics CPD, ● Read Write Inc. handwriting CPD ● Reciprocal Reading through the Education Endowment Foundation (EEF), ● Mastering Number through the Maths Hub, ● Support from Whiteknights English Hub, ● Wider Curriculum: Phunky Foods, Science Hub 	<p>All approaches cited in research which improve pupil outcomes rely upon high quality delivery; CPD is essential to ensure that this happens consistently. Pupils who are engaged and motivated will make better progress. Teachers who have up to date CPD are better placed to design and deliver lessons which meet the needs of children.</p>	<p>2 & 3</p>
<p>Emphasis on wellbeing, safety and mental health in the curriculum - particularly in PSHE - so that children have the opportunity to think about, and discuss, issues such as mental health difficulties at home, bullying, online safety, keeping safe, being physically active.</p>	<p>The school barriers document and CPOMs logs clearly show the impact of children's difficulties in terms of their wellbeing, safety and mental health. In terms of impact on academic achievement, the EEF suggests that social and emotional learning can have a moderate impact on progress (+3 months).</p>	<p>6</p>

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge no(s):
<p>All PP Pupils are discussed throughout the cycles of Pupil Progress Meetings PPMs:</p> <ul style="list-style-type: none"> ● Those who are targeted to reach at least ARE are discussed through the general PPMs. These children are part of an identified group who are tracked and monitored through the PPMs, with identified strategies to ensure they make / maintain progress. ● Those who have SEND and are working below are discussed through SEND PPMs. Next steps in learning and targets are identified for these children and recorded in SEND learning plans; pupils are assessed against these targets throughout the year. Support strategies are detailed on the plan / provision maps. ● Those who are not picked up through the general / SEND PPMs are discussed during PP PPMs. Targets are identified for these children and recorded in Non-SEND learning plans. Pupils are assessed against these targets throughout the year. Support strategies are detailed on the plan / provision maps. ● LSAs will be trained in accessing INSIGHT so that they are able to view learning plans to inform what they are delivering. ● Part of these discussions involves using the barriers document to ensure barriers are correctly identified and, where possible, are being addressed. 	<p>We know that the school has a wide offer in terms of in-class and intervention based support. We know that this support is most effective when targeted to address specific needs. We know that allocation of resources must be carefully and strategically considered, and based on need. We are aware that all pupils, and particularly disadvantaged pupils, can 'slip' in terms of progress throughout the year because of issues such as attendance and engagement. By having regular progress meetings, in which all PP children are captured, we are better placed to identify such issues at the earliest opportunity and put the relevant support in place. We are aware that for PP pupils working below ARE, there are often academic barriers as well as barriers linked to disadvantage. By recording next steps and targets in learning plans, and measuring pupil success against these, we are able to begin addressing these barriers to better enable the children to access the curriculum. The EEF suggests that strategies such as individualised learning, LSA intervention and small group tuition can have a positive impact upon progress but highlights the importance of targeting specific learning goals.</p>	<p>2 & 3</p>
<p>Targeted booster-group teaching is delivered weekly by a trained, experienced qualified teacher for identified disadvantaged children who are at risk of underachieving in Reading, Writing and Maths to enable them to achieve age related expectations.</p>	<p>Because we use tracking systems such as Insight and Smartgrade, there are clearly identifiable learning gaps which can be targeted and closed through booster groups. The EEF toolkit identifies that this strategy has a moderate impact on average (+4 months) but then clarifies that: "Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support."</p>	

<p>Specific emphasis is placed on ensuring that children, including disadvantaged children, develop the language skills that are needed to access the curriculum.</p> <p>The school uses Language Link and Speech Link, both as screening tools, interventions and progress measures. This enables pupils to catch up with peers so that their language reaches the 'normal' range.</p>	<p>The EEF toolkit identifies oral language interventions as high impact support (+6 months). Pupils who have been on the SEND register for speech, language and communication needs, including disadvantaged pupils, have been able to exit the register as a result of progress made:</p> <ul style="list-style-type: none"> • In 2021-2, 6 pupils were removed from the SEND register for SLCN; 3 were disadvantaged. • In 2022-3, 14 pupils were removed from the SEND register for SLCN; 6 were disadvantaged. • In 2023-4, 18 pupils were removed from the SEND register for SLCN; 7 were disadvantaged. • In 2024-5, 28 pupils were removed from the SEND register for SLCN; 13 were disadvantaged. 	2
<p>Phonics tutoring is an integral part of the RWI curriculum being delivered from September 2025. 25% of the children being tutored are disadvantaged.</p>	<p>The EEF toolkit suggests that high quality phonics teaching has a significant impact on progress (+4 months)</p> <p>On average, disadvantaged children having phonics tutoring in Reception and Year 1 made better progress during the Autumn term of 2025-6 than their non-disadvantaged peers:</p> <ul style="list-style-type: none"> • In Reception, PP children moved 1.3 groups on average; the average for non-PP was 1.0. • In Year 1, PP children moved 2 groups on average; the average for non-PP was 1.7. 	2
<p>LSA deployment takes account of disadvantaged pupils to ensure that they have support as needed.</p> <p>Provision maps and learning plans outline the support in place.</p> <p>Progress against targets in the learning plans is measured termly and, as necessary, reviewed.</p>	<p>Research shows the importance of clear deployment of LSAs; studies which exemplify this have been published by the EEF and OUP (Oxford University Press).</p>	2 & 3
<p>Most afternoon interventions are based on a 'Keep up' approach, enabling learners to secure key objectives from the Maths / English lesson in the morning. These are short sessions; children are not prevented from accessing the full range of subjects.</p>	<p>We know, from internal data and Pupil Progress Meetings, that 'slippage' for PP pupils is a particular concern. We also know that early intervention is almost always the most effective way to prevent this, and address gaps as they emerge.</p> <p>From Autumn 1 to Autumn 2 2026, teacher judgements show that 89% of the PP pupils targeted through PPMS made expected or better progress in Reading and Writing. 87% made expected or better progress in Maths.</p>	2 & 3

<p>Year 6 pupils are assigned as reading champions to read with younger pupils to encourage a love of pupils.</p>	<p>Peer to peer support is shown to be effective. Exposure to a wide range of texts helps children to discover what they enjoy listening to and reading.</p> <p>The EEF toolkit suggests that peer tutoring can have high impact (+6 months).</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge no(s):
<p>All pupils in the school are recorded on the 'barriers document'; PP pupils (and pupils with other characteristics) are identified on this document. The support and opportunities that children are experiencing are also captured on this document.</p> <p>This is used to ensure that the right level and type of support is allocated, according to need and entitlement.</p>	<p>We know that the school has a wide offer in terms of the range of support available. We know that support is most effective when targeted to address specific needs. We know that allocation of resources must be carefully and strategically considered, and based on need.</p>	<p>All</p>
<p>We support pupils to go into class relaxed, fed, adequately clothed and prepared for learning.</p> <ul style="list-style-type: none"> ● School supports families which are vulnerable to food poverty: <ul style="list-style-type: none"> ○ Breakfast is provided for pupils who arrive hungry to school; fruit is available as a snack to all EYFS and KS1 pupils. ○ Food boxes are sent to our most vulnerable families at Christmas ○ School promotes the HAF (Holiday Activities & Food) programme ○ School organises activities led by Phunky Food ○ School makes referrals to the local food bank ● Parents have kindly donated items of uniform no longer needed to the school. High quality second-hand uniform and coats are offered when needed. 	<p>Pupils who come into school hungry, cold, wet or tired, struggle to focus.</p> <p>EEF research demonstrates that breakfast provision can have positive impacts, particularly for younger pupils, on progress, behaviour, concentration and attendance.</p> <p>Pupils settle well into school when they have had a calm start to the day and their basic and emotional needs are being met.</p>	<p>5</p>
<p>School supports parents to become involved in their children's learning:</p> <ul style="list-style-type: none"> ○ QR codes are sent home which give quick easy access to Phonics resources ○ Parents are invited into school to read with their children ○ Parents are invited to meet the teacher afternoons, workshops and stay & play activities to learn how to support their child's learning ○ Parents are invited to open afternoons and parents' evenings to discuss how to support their child's learning ○ Records are kept of attendance at parents' evening. Where there is a pressing need to speak with parents, these appointments are chased. 	<p>EEF research shows that the impact of parental engagement can be as much as +4 months progress.</p> <p>Among the aspects of engagement cited are:</p> <ul style="list-style-type: none"> ● the involvement of parents in their children's learning activities ● general approaches which encourage parents to support their children with, for example, reading or homework 	<p>5</p>

<p>School support parents to establish clear routines at home through:</p> <ul style="list-style-type: none"> o Support accessing Early Help / Family Support o THRIVE referrals o PAFT support o Parent workshops o Home visits <p>The Family Liaison Manager and Learning Mentor are undertaking training from the Centre for Emotional Health through the High Wycombe Family Hub team. This will equip them to deliver the Nurturing Programme - a 10 week parent programme.</p>	<p>EEF research shows that the impact of parental engagement can be as much as +4 months progress. Among the aspects of engagement cited are:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills • More intensive programmes for families in crisis. 	<p>5</p>
<p>The Head Teacher, Family Liaison Manager and Attendance Officer meet weekly to identify pupils, including PP pupils, whose attendance is causing concern so that action is needed (as detailed in the school's behaviour policy). Families are flagged, when needed, for first-day absence home visits.</p> <p>PP allocation includes contingency fund to help parents with acute barriers to good attendance (e.g. transport)</p> <p>SLT, Nurture staff and Attendance officer are visible at school drop off and challenge lateness</p>	<p>We know that poor attendance is one of our most significant barriers to progress for a number of PP children at King's Wood.</p> <p>Evidence from the EEF and the Youth Endowment Fund shows that parents do not need reminders about the general importance of attendance but value specific, personalised information.</p>	<p>1</p>
<p>The school provides opportunities which enable pupils to develop improved self esteem, self confidence and social skills.</p> <ul style="list-style-type: none"> • Social skills group • Learning mentor support • PP mentor support • Peer mentor support • Wycombe Abbey mentor support • Wycombe Youth Action programmes • 627 Transition programme • Cherry Trees • Thinking Space • Young carers • Play therapy • In class support 	<p>Evidence shows that children who have more confidence and higher self esteem are more likely to make the most of learning opportunities e.g. studies show:</p> <ul style="list-style-type: none"> • Gains in social and emotional functioning through nurture groups are maintained over time (O'Connor/Colwell, 2002) • Children who attended a nurture group improved their learning and skills including language and literacy skills (Hosle, 2013) • Nurture groups result in improvement in behaviour and social skills (Cooper and Tiknaz, 2005) 	<p>6</p>
<p>Raise self esteem and confidence for targeted PP pupils by ensuring that they have an opportunity to develop a relationship with an interested adult who will advocate for them, support them and encourage them to develop aspirations.</p>	<p>Evidence from other local schools shows positive impact on wellbeing and achievement through mentoring.</p>	<p>6</p>

<p>Vulnerable Y6 pupils are supported to be ready for transition to secondary school to:</p> <ul style="list-style-type: none"> ● reduce risk of grooming to gang related activity ● reduce risk of exploitation ● reduce risk of school refusal <p>Learning mentors and FLM, in partnership with Wycombe Youth Action, police and local secondary schools, to run an enhanced transition programme for identified pupils.</p>	<p>There is a recognition from local partners including secondary schools, children’s services, and the police that children in the HP13 postcode area are particularly at risk of gang-related grooming and criminal exploitation.</p>	<p>6</p>
<p>Enable pupils to enjoy learning, see its relevance and make better progress. Provide pupils with opportunities to help secure their learning. Provide a broad range of enrichment activities including:</p> <ul style="list-style-type: none"> ● forest school ● music service lessons ● theatre ● after school activities ● young voices choir ● clubs for year 3-6 to chat and craft ● sensory garden and outdoor classroom. 	<p>Children that have exposure and opportunities to try new things become more confident in themselves and find out what they may have a passion for.</p> <p>EEF research indicates that curriculum enrichment enhances non-cognitive skills like teamwork, improves engagement with school and supports wellbeing, particularly for disadvantaged pupils.</p>	<p>4</p>
<p>To ensure that where mental health barriers exist pupils and their families are supported.</p> <ul style="list-style-type: none"> ● Trauma informed thinking underpins the school ethos, behaviour policy and approach with families. The school is currently engaged with the Trauma-informed Schools programme through the LA Virtual School ● 1 mental health day (‘Wow day’) per year ● FLM to support families ● FLM on counselling course ● School commissioned counselling ● Support with referrals to CAMHS and paediatrics ● Develop outdoor classroom and sensory garden ● Ongoing delivery to staff of ‘Step On’ Norfolk Steps training to support pupils who have difficulties managing feelings and behaviours. ● Tier 3 practitioner supervision for nurture staff. ● Pupil and staff wellbeing are a standing item on the agenda of meetings of the Board of Governors who consider indicators such as levels of absenteeism and sickness, levels of behaviour incidents, and staff and parental feedback. 	<p>It is well documented that mental health issues are on the rise for young people.</p> <p>SDQs and Boxall profiling indicate that pupils who have worked closely with the nurture team generally show improvement in their wellbeing scores.</p> <p>Waiting lists for pupils in need of CAMHS support are very long and because of specific criteria, these services are not available at all for some pupils with high levels of need. Children who present with high levels of need can be supported quickly and effectively through commissioned counselling. Case studies and feedback show the positive impact this is having for individuals.</p> <p>Governor interest in this aspect of school life highlights the importance of this issue within school leadership and holds the school to account to do our utmost to support children’s wellbeing. This is evidenced in the minutes of governor meetings and in reports from governor visits.</p>	<p>6</p>

<p>Peer Mentoring is a scheme run by Mind Buckinghamshire. Staff and children are trained to provide effective support through mentoring. At King's Wood, peer mentors are visible on the playground and support children by facilitating play, seeking out children who appear alone, supporting children to speak to an adult and by offering a listening ear.</p>	<p>The number of children supported by peer mentors has increased over time. There has been a reduction in friendship problems on the playground, alleviating pressure on supervising adults and encouraging children to go happily into class after lunchtime.</p>	
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Total budgeted cost: £ 225,000

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 to 2025 academic year.

Strategy	How effective?	Impact	Continue / change / stop?
Use of assessment tools	Very effective	Impact on PP achievement through improved identification of need and measures taken to address, as well as pockets of insecure learning which are identified through gap analysis. Evidence through Insight data and removal of pupils from SEND register.	Continue
Curriculum	Very effective	Children are experiencing a rich, broad and balanced curriculum. The organisation of the curriculum is shaped by the research of Mary Myatt who advocates for 'doing less better' and gives strategies for creating 'sticky knowledge' - for example, through knowledge organisers and exhibition books. Children have access to cultural capital which, for most PP pupils, is not within their experiences out of school. The richness of the curriculum and breadth of experiences is not diluted for children who have interventions, as these are short, sharp and carefully mapped / timetabled to have minimal impact on access to the broader curriculum.	Continue
Investment in CPD and resources to support pupil engagement and assessment for learning so that children enjoy learning and teachers can identify gaps to address.	Very effective	The school has worked in partnership with consultant Claire Gadsby who is an expert in the fields of pupil engagement and Assessment for Learning. Many of the strategies she has shared are now embedded within the school's collective approach to pedagogy and, along with the Mary Myatt strategies, have helped children's knowledge to 'stick' (evidenced in pupil work and pupil voice). However, most staff at the school have now had several training sessions with Claire; we will revisit her strategies with staff and continue to engage with her in the future but, for the present, we will prioritise CPD in areas where we are less secure. Other elements of CPD have had a clear impact; there is a wide range of vocabulary development built into the curriculum and observed in lessons / pupils' work. Data shows that there has been a positive impact on reading outcomes following CPD and implementation of Reading Fluency and Reciprocal Reading. The evidence of impact for Mastering Number is emerging at King's Wood School. Feedback from staff has been very positive and children have been observed to engage well with it. Early evidence of impact is of 'sticky knowledge' with pupils applying mathematical concepts and language to new learning.	Pause Claire Gadsby - to be revisited as the need arises. Heavy focus for 25-26 on phonics CPD Ongoing Mastering Number CPD as it is being rolled out into KS2 New focus of CPD for 25-6 will be on implementing the RWI handwriting scheme.
Strong focus on vocabulary development	Very effective	This again is developed from the research of Mary Myatt on the importance of developing Tier 2 and Tier 3 vocabulary. There has also been a heavy emphasis on school based CPD on narrowing the vocabulary gap through the research and practices detailed in Alex Quigley's work. Further strategies have been developed through our work with Claire Gadsby and are now well embedded.	Continue to embed.

LSA deployment to take account of PP pupils to ensure they are supported	Effective	The impact of LSAs has, to some extent, been affected by staffing shortages and long term absences. Where LSAs are consistently available to be deployed as per provision maps, they have significant impact on the progress of the pupils they support, including PP pupils. CPD around learning plans for PP is the next step to make this strategy as effective as possible.	Continue; introduce further CPD around PP Learning plans
Emphasis on wellbeing and mental health in the curriculum	Effective	PSHE is delivered well at the school and children have access to the information needed to stay healthy mentally as well as physically. External local partners including Wycombe Youth Action, Barnardos and PCSOs routinely support children's wellbeing through learning, delivering bespoke and targeted sessions	Continue
Work on PP attendance (as part of whole school attendance plan)	Partly effective	There has been some improvement in PP attendance looking broadly at trends over time but, more recently, PP attendance has begun to dip again. The school is further strengthening its response to absenteeism for all children, including PP, as detailed in this year's PP strategy (above).	Strengthen
Y6 Reading Champions	Effective	Whilst measurable impact is not possible, children involved in being a champion or reading with a champion spoke positively about their enjoyment of the books and engagement with their peers.	Continue
PP PPMS	Partly effective	This had the impact of raising awareness of the issue of slippage re: PP who had been on track; however, this was too narrow a focus. All PP pupils are now represented and identified in one of the range of PPM meetings held termly to ensure that their progress is being tracked, there continues to be early identification of slippage, and specific targets are set where needed.	Strengthen
Increase children's enjoyment and engagement with reading	Effective	This is an ongoing focus. We have focused more recently on improving our resources for able readers through the purchase of the 'star reader' books; these are mapped in terms of difficulty, complexity and maturity so that children can be guided towards books with appropriate levels of challenge. We have also invested in decodable books specifically designed for older readers to encourage those pupils in KS2 who still require phonics-based learning. We have invested in new book-bag books which are further decodable books to be used at home by children in KS1. Books which have been replaced by these are made available and children are encouraged to read these for pleasure at home and at school. Pupils speak favourably and enthusiastically about their fluency based reading lessons and reciprocal reading lessons.	Continue
Provision of breakfast / uniform / parenting support	Effective	Pupils will inform staff if they are hungry (evidence in CPOMS notes) as they are aware that we will offer them breakfast if they have not eaten. Parents continue to request support through PAFT, Nurture and in liaison with FLM / Inclusion team when encountering financial difficulties or parenting difficulties. We plan to further strengthen our offer by offering parenting sessions - two members of staff are being trained to deliver these.	Continue and strengthen

Self esteem and nurture support	Very effective	<p>Children and parents speak very positively about the impact of the nurture support available, which includes Cherry Trees, Thinking Space, and Young Carers. Children who routinely struggle to self-regulate benefit from having a safe space to calm down and trusted adults to support them.</p> <p>Particularly vulnerable children often disclose their worries during nurture based activities, as evidenced on CPOMS, which enables the school to offer support and safeguarding as needed.</p> <p>SDQs and Boxall profiling indicate that pupils who have worked closely with the nurture team generally show improvement in their wellbeing scores.</p>	Continue
PP Mentors	Variable	<p>In some cases, PP mentoring has had a very positive impact on the individual, where a strong relationship has developed between the adult and the child, and where the time for those meetings has been prioritised. The impact can be seen in those pupils' behaviour, engagement with learning and general demeanor.</p> <p>In other cases, the mentoring has worked less well and the impact is less obvious.</p> <p>New mentors are being recruited and supported from the school staff.</p>	Continue
Transition work for vulnerable Y6	Effective	<p>From our point of view, we can determine that the children have received high quality input from professionals who are knowledgeable in this field. We have also observed that most children say they are less anxious about this transition after the sessions. It is difficult to quantify what impact this has when children leave our care and transition to secondary school as we often do not have that information shared with us.</p>	Continue
Extra curricular opportunities	Very effective	<p>All children have enriched experiences through the provision at school. Much of this is either within special school occasions (e.g. History days, Music Week, Wow Day) or through school trips. This means that children are not excluded from most activities just because parents cannot pay or collect from after school clubs.</p> <p>Clubs (both free and paid for) are also available during and after school. 40% of PP pupils in Autumn term of 2025-6 were registered to a school club (compared with 35% for non-PP). The Year 5/6 residential is subsidised heavily to make it as accessible as possible for all children.</p>	Continue
Body image workshops	Less effective	<p>The children enjoyed the sessions but few could articulate how they were helped by them or showed a change in self esteem / self perception. Some of the main themes which were covered in these workshops are built into the school PSHE curriculum and we feel that this is a more appropriate way to approach this topic. This way, the learning can take place over several lessons and the messaging can continue to be 'drip fed' as the needs surface.</p>	Stop
Mental health support for pupils and families	Very effective	<p>Feedback is extremely positive from parents and children. Case studies show improvements in children's wellbeing and happiness at school; in some cases this also has a positive effect on attendance. Gaps elsewhere in provision for pupils who need support (e.g. CAMHS) are being partly plugged by school provision including therapy, counselling and Nurture based work.</p> <p>As a school we have commissioned services including supervision / CPD for all inclusion staff from a Tier 3</p>	Continue

		<p>practitioner and a qualified counsellor who works with some of our most vulnerable children.</p> <p>As a school, we are trauma informed in our practice and work closely with the Virtual School to ensure that vulnerable children are given the best support possible to feel safe, secure and develop trusting relationships with professionals at school.</p> <p>Where wider support is needed within the family, the school will refer parents to Early Help, Thrive or in-school support through the Family Liaison Manager.</p>	
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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
Forest School	Chiltern Rangers