

Kirkby la Thorpe Church of England Primary School

Prospectus 2025/2026

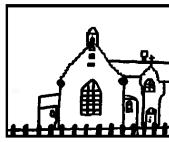


Church Lane
Kirkby la Thorpe
Sleaford
Lincolnshire
NG34 9NU

01529 302595

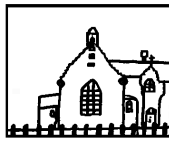
enquiries@kltprimary.co.uk

www.kltprimary.co.uk



Contents

Page	
2	Contents
3	Welcome
4	Our School Vision and Values
5	Pre– school
6	Our School
9	Our Staff
10	Our Governing Body
12	The School Day
13	Admissions Policy
14	School Uniform
16	Behaviour Management
18	The School Curriculum
20	Homework
21	Special Educational Needs and Disabilities
22	Pupil Premium Expenditure
23	Medicals and Medicines
	Security
	Personal Property on School Premises
	Bad Weather
	Home School Agreement
24	Assessments
25	Parents’ Evening and Reports
	Charges Policy
	Complaints Procedures
26	Attendance Data
27	School Performance Information



Welcome

Dear Parents and Carers

We hope that you will enjoy reading about our school. Our school family aim to create a happy, caring and stimulating environment where all of our children learn from a wide range of creative and first hand experiences.

All members of our school staff work hard to create an exciting environment and to deliver a broad and relevant curriculum, which makes learning fun and meaningful. We strive to ensure that all individuals make as much progress as possible and aim to continuously improve our school standards.

The education we provide takes account of the needs of our pupils, their social, cultural and moral development, equal opportunities, and the changing world in which we live. Our school motto of 'kindness, learning, trust' reflects the importance we place on providing an environment which promotes life skills to enable our pupils to be successful, informed and responsible citizens of the future.

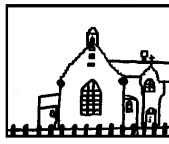
We can only achieve our aims with the help and support of our parents and carers, and we actively encourage a friendly, informed relationship between home and school. We recognise that parents and carers are a child's first teachers and we are keen to work in close partnership with our families. Parents and carers are always welcome to make an appointment to visit school or to talk to class teachers and myself either about their child's progress or to discuss any concerns they may have.

In this brochure I hope that you will find all of the information that you need to understand how our school works, and to gain an insight into what makes Kirkby la Thorpe CE Primary School a happy, caring environment in which our pupils can achieve their potential, and begin their journey as lifelong learners.

I look forward to meeting you and your child.

With kind regards

Clare Early
Head Teacher



Our School Vision and Values

‘Building a Hopeful Future through Kindness, Learning and Trust’

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love. We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can build a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

Values

We are on this journey together and our Christian values of **Kindness, Learning and Trust** support us as we travel.

St Thomas was one of Jesus’ disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus’ good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an im-





Pre- School

Our pre-school, which opened in September 2024, accommodates up to 8 children at a time and accepts children eligible for funding from the term after their third birthday, whether that's Autumn, Spring, or Summer. For example, a child born in November would be eligible for funding starting the following January.

Fully funded places are available, with additional sessions purchasable for £15. Our sessions run from 8:30-11:30 for the morning, 11:30-2:30 for the afternoon, and an optional session from 2:30-3:15. Please refer to our admissions policy for more details [preschool-admission-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

In terms of uniform, we ask that children wear a white polo shirt and a red school sweater or cardigan. Grey bottoms can also be worn like the rest of school if parents/children wish.

Our pre-school operates as a unit, providing age-appropriate activities while also offering exposure to Reception-level learning, such as phonics and maths, to help prepare children for the transition. The preschool is run by a dedicated team of five staff members, including one fully qualified teacher, which enables quality interactions.

We are excited to begin a new project to enhance our outdoor area in the coming week, which will enable our children to develop physically and we can not wait to get our balance bikes out on the bike track.



PLEASE TAKE A LOOK AT OUR FACEBOOK PAGE

<https://www.facebook.com/share/1Y8xJqZpfn/>





Our School

Kirkby la Thorpe is a small village situated about two miles east of Sleaford. Boston, Grantham and Lincoln all lie within twenty miles of our village. Pupils from Kirkby la Thorpe village attend our school as well as children from numerous neighbouring villages, including Evedon, Ewerby and Heckington, to name but a few. Some of our families also come to our school from Sleaford itself and there is a bus service at the end of the school day.

Our school is a Church of England Primary Academy which opened in 1860. One of our classrooms is still based in the original Victorian school building and, following several extensions, we now have an ICT suite, hall, library area, and cloakroom. A modular classroom is also used to teach our youngest children. Our grounds include a large playground and field used for play and sports, as well as a trim trail, eco-wildlife garden, outdoor wooden xylophone and raised flower beds.



Pupils are admitted to our school once a year, in the September after their fourth birthday. The vast majority of our pupils enter the optional 11+ procedure which operates in the area. As our pupils enter their secondary education the majority attend one of the Sleaford schools: Carre's Grammar School, Kesteven and Sleaford High School or Saint George's Academy.

Our children are currently organised into five classes as outlined below:

- Foundation Stage and Pre- School (Robin Class)
- Year 1 and 2 (Goldfinch Class)
- Year 3 and 4 (Kingfisher Class)
- Year 5 and 6 (Golden Eagle Class)



Our school works closely with the village church of St. Denys' which is situated across the road. Our Bishop's Visitor, a retired class teacher from our school, takes an active role in promoting our Christian ethos. The children attend the church once a small term to participate in an act of collective worship, in addition to the daily acts of worship that take place in school.



As a school, we are committed to providing our pupils with a rich variety of learning opportunities throughout their time with us. We actively promote knowledge of the wider community, and all of our classes are taught French from EYFS upwards.

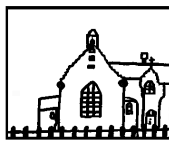
Music is a vibrant part of school life. Every pupil in Year 3 learns a musical instrument (currently the clarinet) with a qualified music teacher from the Lincolnshire Music Service. Pupils may also choose to pay for lessons on other instruments—some currently learn the piano. In addition, we offer Rocksteady as a during-school club from Year 1 upwards, where children can learn to play the bass, drums, sing, and perform as part of a band. Each year we celebrate our musicians' talents at our school Music Concert.

We are proud of our long-standing commitment to the arts, holding the Artsmark Silver Award for over ten years. Our pupils regularly take part in performances such as class assemblies, Harvest Festivals, Christmas plays, and a Carol Service at our neighbouring church in Ewerby.

Sport and physical activity play a key role in our curriculum. We currently hold the Platinum School Games Mark and the Silver Youth Sport Trust Award, recognising our high-quality PE provision and commitment to school sport. We work closely with the local School Sports Partnership and Elite Sports Coaching, enabling pupils to compete with other schools in a variety of events. Weekly clubs include football, netball, archery, and multi-skills. In Year 5, children also complete the national Bike ability programme, learning to cycle safely and navigate roads with confidence.

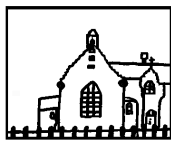
Our school community is further enriched by a very active PTA, which organises popular events such as Break the Rules Day, Kirkby Fest, and a family Christmas decorating afternoon. These events bring families together and help make our school a warm, welcoming place for all.



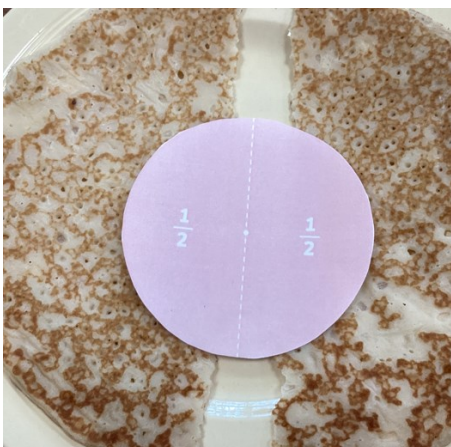


Our school is proud to be an Eco-School, holding the internationally recognised Green Flag Eco Award and encouraging every child to care for the environment. Our Eco Club leads projects such as saving energy, recycling and water monitoring, and pupils regularly share ideas for sustainable living. We also take part in local and national eco-competitions, most recently winning First Prize at the Lincolnshire Show Schools Challenge for our innovative urban-farming garden.





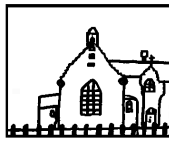
We love to bring learning to life, making every lesson exciting and meaningful. Through hands-on experiences, real-world links, and creative activities, we help children see how what they learn connects to the world around them





Our Staff

Head Teacher	Mrs Early
SENDCO	
Pupil Premium Lead	Mrs Brown
Class Teachers	Mrs Ashton – Robin Class (Reception and Pre-School) Miss Graney – Goldfinch Class (Year 1/2) Mrs Grant – Kingfisher Class (Y3/4) Mrs Leighton - Golden Eagle Class (Year 5/6)
Teaching Assistants	Mrs Annall (supply) Miss Gilliatt Mrs Leary Miss Cope Mrs Atkin Mrs Robinson Mrs Young Ms Feary Mrs Priest
Midday Supervisors	Mrs Atkin Mrs Robinson Mrs Young Mrs Smith
After School Club Assistants	Mrs Hounsell Miss Furniss Mrs Cope
Administrators	Mrs Adams Ms Feary
Caretaker	Mr Annall
Cleaner	Mr Banks



Our Governing Body

Members	Lincoln Diocese Mr Parker Mr Sharp Mrs Richardson
Foundation Governors	Mr Drayton Mr Sykes
Parent Governors	Mrs Smith Mrs James
Member Appointed Governor	Mr Parker (Chair)
Co-opted Governors	Position available
Headteacher	Mrs Early
Clerk	(Position currently available)



The School Day

Our school times are as follows:

Morning Session	Afternoon Session
8:30am – 12:15pm	1:15pm – 3.15pm

Children enter school from 8:30am and go straight into classes. This ensures a smooth transition into morning learning.

All pupils have a morning playtime and a 1 hour lunch break.

At 3:15pm all classes are taken onto the circles on the playground to be collected by parents and carers. Should there be any changes in arrangements for picking up children, the school office or class teacher should be notified at the earliest opportunity.

Breakfast Club

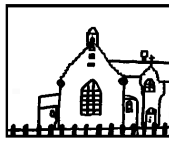
A Breakfast Club is available every morning led by two of our Teaching Assistants. Children can arrive from 7:50am with breakfast being served until 8.15am. Each session is at a cost of £4.25, which is invoiced via our payment system, ParentPay.

Lunchtime

Cooked lunches, provided by Willoughby Foods (www.willoughby-foods.co.uk), are available at a cost of £2.60 per meal, which can be ordered via their website. These lunches comply with the government advised nutritional guidelines. Each day, four meal options available, including a packed lunch option. Pupils in Reception, Year 1 and Year 2 are currently entitled to a free lunch as part of the government initiative, 'Universal infant free school meals', and these can also be selected from the website above.

In addition, children may bring a packed lunch. Lunchboxes must be clearly labelled with your child's name. Water is provided for the children to drink at lunchtime, however, they may also bring their own, named drink bottle. As a Healthy School we encourage our pupils to bring a healthy lunch box and appreciate our parents/carers support with this. All of our pupils eat their lunch in the school hall and are supervised by our Midday Supervisors.

If you think that your child may be eligible for free school meals, please contact the school office for an application form, or visit: <https://lcc.cloud.servlec-synergy.com/parentalportal>



Water bottles

Pupils are encouraged to bring a named, water bottle, containing only water, which they can drink from throughout the school day. All pupils receive a free water bottle when they join our school. Additional bottles can be purchased at £2.20.

Owls' After School Club

We have an after school club to support our parents and carers with child care arrangements which runs from the end of the school day until 6pm, daily. To meet the needs of our families, we have a two tier price system with the first session, which runs until 4.45pm, costing £5.50 and the full session ending at 6pm costing £9. Supervised by our Teaching Assistants, our parents and carers have peace of mind that their children are cared for by staff who know their children well.

After School Bus

An after school bus runs from outside our school gate, making stops at the following destinations:

- Sleaford—William Alvey School
- Sleaford—Recreation Ground
- Sleaford—opposite the Spar
- Sleaford—Copeland Court
- Sleaford—bus stop opposite 236 Grantham Road
- South Rauceby—Balmoral Drive

All pupils are escorted on to the bus by a member of staff, with seat belts being checked before departure. The standard charge for this service is £1.40 per journey.



Admissions Policy

As an academy we have continued to follow the County Council Admission Policy (which can be seen on our website and can be requested from school), and are a part of the agreed co-ordinated scheme for admissions.

The published admissions number for our school is 15 pupils per year group, with pupils being admitted in the September after his/her fourth birthday.

Only one application needs to be made which can also be completed online. The online application system opens on 15th November 2025 and closes on Monday 15th January 2026. Details of the admissions' process can be found on Lincolnshire's website: www.lincolnshire.gov.uk/schools-and-education/school-admissions/. During the autumn term we host an open morning and evening to provide prospective parents with the opportunity to visit our school and to see our school in action. In addition, the Head Teacher is happy to arrange individual visits.

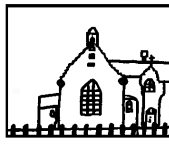
In accordance with the 1996 Education Act, the allocation of school places for children with a statement of special educational needs will take place first. Remaining pupils are then allocated the remaining places in accordance with the County Council Admission Policy.

Every school must apply the County Council's oversubscription criteria shown below, listed in order. These are explained in greater detail in the full policy.

- A. The child is in the care of the local authority or had previously been in care.
- B. There is a brother or sister on roll at the school at the time of application and who will be attending the school at the expected time of admission.
- C. The school is the nearest one to the home address.
- D. The distance from the home to the school, priority will be given to the child living closest to the school

We are very aware that the education of our pupils is a shared responsibility. We aim to ensure this from the start of your child's school career by inviting your child to school for several sessions in the term prior to which they start. These are opportunities for both parents/carers and our new Reception pupils to become familiar with the school routine, the building, the teachers and the children. An information session is also held in the summer term, outlining the transition arrangements.





School Uniform

As a school we are keen to promote high expectations in relation to our school uniform and appearance. To ensure consistency and to encourage a smart appearance, children are asked to wear our school colours of red with grey or black. Our school uniform can be purchased via Uniform Direct, either from their shop (333 High St, Lincoln LN5 7DQ or Dixon House, Dixon Way, Lincoln LN6 7XN) or using their online ordering service (www.uniform-direct.com).

School uniform

- red school jumper or cardigan, with our school logo;
- white polo shirts with our school logo;
- plain, white polo shirts and blouses are also acceptable; or
- Grey trousers, shorts, skirts or pinafore dresses;
- red checked dresses (summer); and
- black sturdy shoes (not black trainers) Sandals are permitted in the summer months, but these should be closed toe.

PE kit

Children are requested to attend school in their PE kit on the days when they have PE lessons.

Indoor PE kit

- red T-shirt, with our school logo;
- black shorts; and
- plimsolls.

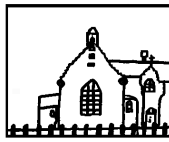
Outdoor PE kit

- black tracksuit (for use in winter weather conditions); and
- trainers.

Swimming kit

- all in one swim suit or swimming trunks;
- a swimming cap (the first of which is provided by school); and
- a towel.

In addition, we politely request that no make-up is worn to school by pupils, including nail varnish. We also ask that the colour and hair style worn by pupils is appropriate for school, with headbands etc. are of a sensible size and in keeping with our school colours.



Outdoor clothing

Children should also have appropriate outdoor clothing for playtimes, indicated below.

Winter

- Wellies;
- Gloves and scarf;
- Coat; and
- Hat.

Summer

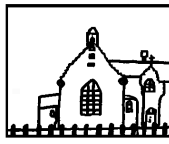
• Sun hat, and if your child requires sun cream, please provide in a named bottle or apply before your child comes to school. (Please note: staff are not able to apply pupils' sun cream.)

We request that all clothing is clearly named to help eliminate lost uniform.

Book bags and school caps can be purchased from the school office, currently priced at:

- Book bag (with a strap) - £5.70
- Book bag (without a strap) - £5
- Cap - £2

In the interests of health and safety, we ask that children do not wear jewellery in school. The exceptions to this rule are ear-ring studs in pierced ears, and small objects of religious significance, such as a crucifix on a chain. We ask the children to remove these objects during PE and games to prevent them from causing injury. In the event that these cannot be removed we ask for a letter from parents/carers. We cannot accept responsibility for any lost items of jewellery, or injuries incurred from jewellery that has not been removed.



Behaviour Management

The primary aim of our school is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

As a school we recognise that “the culture is set by the way the adults behave” (P. Dix, *When the adults change, everything changes: Seismic shifts in school behaviour*, Wales, Independent Thinking Press, 2022, p. 2).

When teaching our pupils behaviour for learning, five pillars of practice are applied by school staff:

Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

First attention for best conduct – rewards, recognition, praise, motivation, engagement

Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues

Scripting difficult conversations – de-escalation, managing disruption, delivering sanctions

Restorative follow-up – restorative practice, structuring sanctions, working with the most troubled, building relationships

To support consistency of application of our policy, and to promote behaviour for learning, our school rules have been simplified to:

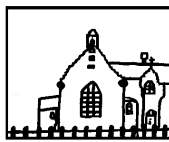
- Be ready
- Be respectful
- Be safe





These run alongside our school values of ‘kindness,’ ‘learning’ and ‘tolerance.’

Our school rules are displayed in each classroom and learning space. School staff recognise that such behaviours do not occur by themselves. They need to be directly taught to pupils and modelled in each and every interaction, being referred to as necessary. Such consistency of approach requires commitment and focus by all members of the school community.

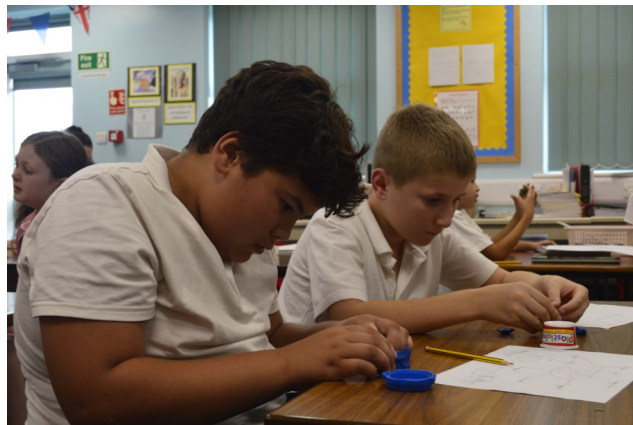
As a school we recognise that some pupils may be at different stages of their behaviour development than others; in such circumstances, bespoke behaviour plans may be developed, with all parties working with the child, to ensure an individualised approach.

The zones of regulation are used at our school to help pupils understand how they are feeling and to provide both pupils and staff with the language to talk about how we are feeling.



The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone
			
HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?
SAD TIRED BORED MOVING SLOWLY	HAPPY OKAY FOCUSSED READY TO LEARN	NERVOUS CONCERNED SILLY NOT READY TO LEARN	ANGRY FRUSTRATED SCARED OUT OF CONTROL
WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?
TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CALM AND READY TO LEARN?	TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHES ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP

When staff and/or pupils recognise that they are entering the blue, yellow and red zones, support will be offered, as necessary, to guide pupils back to the green zone. This may take various forms, including regulation activities, the use of calm spaces in school, and the use of the school's 'nest'.





The School Curriculum

The curriculum which we offer to all of our children is based on the requirements of the National Curriculum. Our school is organised as follows:

Stage	Pupil Ages	Year Groups
Foundation Stage	3 - 5	Reception and Pre-school
Key Stage 1	5 - 7	Years 1 and 2
Key Stage 2	7 - 11	Years 3 -6

The curriculum for the Foundation Stage is organised into two main areas, the prime areas and the specific areas. The prime areas focus on:

- Communication and language;
- Personal, social and emotional development; and
- Physical development.

The specific areas are based on:

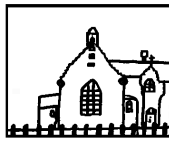
- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The National Curriculum subjects taught in Key Stages 1 and 2 are:

- English;
- Mathematics;
- Science;
- Art & Design;
- Computing;
- Design and Technology;
- Geography;
- History;
- Languages;
- Music; and
- Physical Education.

Personal, Social and Health Education, and RE are also taught to all year groups.

All subjects and areas of learning are carefully planned to give each child appropriate, memorable experiences and the opportunity to achieve his/her full potential. Each class is part of the whole school and as a result does not work independently. Our school curriculum is carefully planned, utilising two year planning cycles to ensure that pupils' knowledge is built upon progressively.



Phonics and Reading Schemes

Within our infant classes, a scheme *Read Write Inc.* is used to structure the teaching of phonics. To support our pupils in the development of their reading skills, the Oxford Reading Tree scheme is followed. Once children are confident and fluent readers, they are then able to access our well supplied library, containing a wide range of reading material.

Religious Education

As a Church of England controlled school, Religious Education follows the Lincolnshire Agreed Syllabus. Religious Education provokes challenging questions about the meaning and purpose of life, beliefs in God, the nature of reality, issues of right and wrong and what it means to be human. Children learn about religion and from religion, while they explore and respond to human experience.

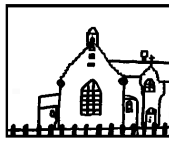
The school has a daily act of collective worship focusing on the Christian faith. On a monthly basis, pupils visit our church for collective worship. Please note that as a parent/carer, you can withdraw your child from all or part of religious education and collective worship.

Relationship and Sex Education (RSE)

Relationship and Sex Education is taught according to the school's Relationship and Sex Education Policy (available on the school website) , using 1Decision, which is a PSHE Association Quality assured resource. Children's questions are answered accurately according to the age of the child and in relation to the Science National Curriculum. Parents and carers are informed when such lessons are taking place and are given the opportunity to look at the teaching materials that are to be used before these lessons take place.

School Trips

School visits are included as part of our curriculum in many areas. We hope that each class participates in a school visit on at least three occasions every year. This may mean a walk round the village or a coach journey to somewhere further away. In addition to regular visits, 6 are given the opportunity to go on a residential field trip.



Homework

Parental support is vital to children's learning and support with homework is a key area where parents and carers can become involved in their child's education. However, it is also important to remember the need to balance work and play activities, and to encourage hobbies and other outside interests.

Our Homework Policy (available from school), outlines our expectations in relation to homework and how we intend to support our pupils in preparation for their move to secondary school.

Below is an overview of the amount and type of homework that is expected:

- daily reading with parents/carers;
- daily phonics practice;
- Rock Star times tables and Numbots;
- Literacy/Maths activity

Class teachers are always available to give advice and guidance regarding any homework that is given to pupils.





Special Educational Needs and Disabilities

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Our teachers respond to children's needs by:

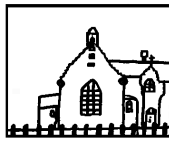
- listening to the concerns of parents/carers and our pupils;
- providing support for children that will support them in their area of need;
- planning a broad, balanced and stimulating curriculum;
- planning activities that all children can access at their own level; and
- helping children to manage their feelings and to take part in learning effectively and safely.

Children with special educational needs have learning difficulties that call for special provision to be made. Many children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age; and, or
- they have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in a mainstream school.

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Where we feel that a child may require additional support with their learning, teachers follow our Special Educational Needs and Disability (SEND) Policy, which is in line with the DfE *Special Education Needs: Code of Practice*.

For further information about how our school meets the needs of children with special educational needs and/or disabilities, please read our 'Local Offer', which can be found on our school website: www.kltprimary.co.uk/special-educational-needs/



Pupil Premium Expenditure

The Pupil Premium was introduced by the government as additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil Premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years; and
- in care for 6 months or longer.

In the 2025/2026 financial year, primary schools will receive £1515 for each eligible pupil.

Schools also receive Service Pupil Premium, for those pupils whose parents are Regular Armed Forces personnel. £350 will be allocated per pupil, to provide support.

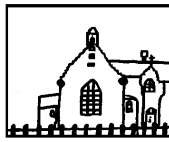
In addition, schools receive £2630 for Looked-after children (defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority).

The Pupil Premium is paid to schools as they are best placed to assess what additional provision their pupils need, and Headteachers and school governing bodies are accountable for the impact of Pupil Premium funding. This is monitored through:

- performance tables, which show the performance of disadvantaged pupils compared with their peers ; and
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

As a school we monitor the impact that the Pupil Premium has on the attainment and progress of the groups of pupils it supports through our Pupil Premium Strategy. This document outlines the number of pupils in receipt of Pupil Premium in our school and how the additional funding is used to address these pupils' needs. The strategy also outlines the impact of this funding in the previous academic year.

For more information on our use of the Pupil Premium please visit our website:
www.kltprimary.co.uk/pupil-premium



Medicals and Medicines

Primary school children have a height and weight examination in their first and last years of primary school, carried out by the School Nurse. In addition, all pupils are offered an annual flu vaccination. The School Nurse no longer carries out routine hair inspections for headlice, so as a result, it is vital that you check your child's hair weekly and treat as necessary. Please also inform us of any eggs or lice found.

Our 'Supporting pupils with medical needs' policy outlines how we support pupils who may have long term or short term medical conditions. Where possible, medication should be administered outside of school hours. Where medicine is required during the school day, this should be brought to school by an adult, and handed directly to a member of staff, so that it can be stored securely. In addition, a 'Medication Records' form must be completed. Where pupils have a long term medical condition, such as epilepsy, asthma or diabetes, a Health Care Plan must be completed to ensure that a child's needs can be appropriately and accurately met.

Security

We take security very seriously at our school and our policy is continually reviewed. All visitors are asked to enter our premises via our secure lobby, once the purpose of their visit has been established. Upon signing in, visitors are expected to wear a school badge at all times. Our pupils know that if an adult in school is wearing a badge, then they are safe to talk to. There is a magnetic locking mechanism on our playground gate, which is only used at the start and the end of the school day.

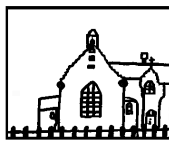
If a parent or carer arrives at school to collect their child, we request that they do so via the main school office, signing their child out.

Personal Property on School Premises

Pupils are responsible for the security of their personal possessions. Children mislay items of clothing, therefore, it is very important that their clothing is named clearly.

Bad Weather

In cases of extreme bad weather, parents and carers should contact the school to ascertain if the school is open. If there is an emergency, an announcement will be made through local radio broadcasts. (e.g. Lincs FM 102.2). Details of closure will also be on the County Council Website and on our school website.



Assessments

Throughout the school year your child will carry out a number of assessments to enable class teachers to monitor pupil progress and to inform future planning. Some of the assessments that take place are informal in nature, whilst some are more formal and required by the Department for Education (DfE).

Reception and Pre-school

- Ongoing assessments are made throughout the year in all seven areas of learning within the EYFS curriculum
- Final assessments are submitted to the DfE at the end of the summer term

In Years 1 - 6 the following assessments take place:

Reading

- Half-termly phonics assessments (Reception - Y1)
- Termly assessments
- Reading age assessments take place in January and June

Writing

- Extended pieces of writing are assessed at the end of a block of work
- Termly overall assessment

Grammar, Punctuation and Spelling

- Termly assessments
- Spelling age assessments take place in June

Mathematics

- Termly assessments
- MTC assessments every half term (Y4)

Statutory Assessments

Reception

- In the first six weeks of the school year, an EYFS baseline assessment takes place.

Year 1

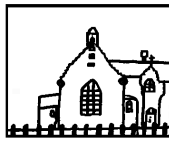
- A phonics assessment takes place in June, with the results being submitted to the DfE. If your child does not meet the national expected level they are required to repeat the assessment at the end of Year 2.

Year 4

- In June pupils complete an online multiplication tables check.

Year 6

- In September, parents/carers can choose if they would like their child to take the optional 11+ assessments.
- In May pupils complete End of Key Stage assessments (known as SATs – Standard Assessment Tests) in reading, grammar, punctuation and spelling, and mathematics. A Teacher Assessment is also made for writing.



Parents' Evening and Reports

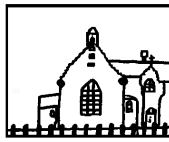
The information from assessments is shared with parents and carers at Parents' Evenings that take place in October and March. A written report about your child's attainment and progress is provided in July, and parents and carers are given the opportunity to discuss this with class teachers, if they wish to.

Charges Policy

The school will notify parents/carers if an activity may incur any charges. Typically, such activities are not related to statutory school duties, but are there to enrich your child's education and enjoyment at school. For example, individual instrumental musical tuition, where this is over and above the requirements of the National Curriculum and/or an approved examination syllabus. For local school trips such as theatre outings or visits to a museum, for example, parents and carers may be asked to make a voluntary contribution to cover the cost of the activity. If insufficient funding is received, then the activity may not take place. A copy of our full policy can be found on our website: www.kltprimary.co.uk/policies

Complaints Procedures

Wherever possible, concerns expressed by parents and carers about the school curriculum or related matters will be dealt with in the first instance by informal discussion with the Class Teacher or the Head Teacher. However, there may be occasions when such concerns cannot be resolved informally. Our Complaints policy, on our website (www.kltprimary.co.uk/policies), outlines the procedure to be followed in such circumstances.



Attendance Data

We are required by law to publish the following information regarding unauthorised absences in school.

The figures in the tables below, show total authorised and unauthorised absences as a percentage of full possible attendance.

Last year our overall attendance was higher than national figures (94.8%), at 95.5%.

Authorised absence:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3.3%	3.6%	2.7%	4.5%	3.2%	3.4%	3.8%

Unauthorised absence:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0%	0.5%	0.8%	1.6%	0.3%	0.9%	1.3%

At our school we recognise the strong link between regular school attendance and achievement and as a result we closely monitor this information for all of our pupils.

Due to the new DfE guidance [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk), only absence due to exceptional circumstances or illness during term time is permitted.



School Performance Data

Key Stage 2

These tables show detailed results for Year 6 pupils, achieving each level at the school at the end of Key Stage 2. The data is representative of 15 pupils.

Test Results				
	Percentage at each outcome			
	B	NS	AS	A
Reading	0%	40%	53%	7%
Writing	7%	20%	67%	7%
Maths	7%	33%	73%	7%
GPS	7%	13%	53%	7%

Achieving in reading, writing and maths- 53%

National	AS	Lincolnshire
Reading	75%	58.9%
Writing	72%	71.7%
Maths	73%	71.8%
GPS	73%	71.7%

Achieving in reading, writing and maths 62%

Phonics Test Results

Year 1 based on a cohort of 7

	NS	AS
Phonics		100%

Lincolnshire 80.5%