

Pupil premium strategy statement – 2025-2028



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.

School overview

Detail	Data
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	27.7
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	1st September 2025
Date on which it will be reviewed	Jan/April/Sept 2026
Statement authorised by	Claire Byron, Director of Education
Pupil premium lead	Angie Aitken, Acting Co-Principal
Governor / Trustee lead	William Thallon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£232,360

Part A: Pupil premium strategy plan

Statement of intent

Key Principals of our Strategy

We recognise that children achieving age related expectations is the greatest impact we can have on our disadvantaged community. Our approach builds upon relevant research, using it alongside our robust and thorough understanding of the challenges our children face to make informed decisions about the effective use of funding.

Our strategy is a three-tiered approach (as recommended by EEF Pupil Premium Statement Research: Academic Year 2024-2025)

- Developing high-quality teaching, for example through professional development and recruitment and retention.
- Providing targeted academic support, such as one-to-one or small group tuition.
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.

Through our strategy we strive to:

- Raise the attainment and progress of pupils eligible for PP, to enable them to perform in line with their non-disadvantaged peers.
- Ensure that pupils eligible for PP are able to regulate their emotions and behaviour and they are supported with their mental health.
- Integrate our plans for educational recovery, notably tutoring for pupils whose education has been worst affected, including non-disadvantaged.
- Provide a curriculum and inclusive pedagogical approaches that focus on language development and provide pupils eligible for PP with the skills, vocabulary and opportunities needed to participate in the planned curriculum in meaningful ways.

Our rigorous, well-planned curriculum combined with high-quality teaching ensures that children are supported to be well-rounded, empathetic young people who have a genuine thirst for learning. This is achieved by ensuring our recently overhauled curriculum is broad and balanced and at least meets the expectations of the National Curriculum and staff are well trained and supported to provide opportunities for children to develop their oracy and metacognition skills. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people through the curriculum offer, including through PSHE, RE and History. With the introduction of wider strategies, such as our Behaviour for Learning approaches and PRIDE values, children are supported to develop an understanding of the explicit behaviours they require to be successful learners.

Challenges

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

Challenge number	Detail of challenge																								
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																								
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Year 1 Phonics screening in the last 3 years, between 44 - 47% of our disadvantaged pupils are below age-related expectations compared to 71 - 80% of other pupils. Nationally 68% of disadvantaged pupils achieved the phonics pass rate in AY 2025. EEF states summer born, boys with PPG were the largest group that failed to pass, which does not align with the school with 100% pass rate for this specific group. The disadvantaged gap in KS2 narrowed to 58% PP compared to 68% non-PP but remains in line with average nationally.																								
3	<p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is close to average. On entry to Reception class in September 2025 the gaps between pupils with PP and their non-PP peers remains and therefore a priority for this academic year.</p> <table border="1"> <thead> <tr> <th>Baseline EYFS (2025)</th> <th>Pupils eligible for PP</th> <th>Non-PP pupils</th> </tr> </thead> <tbody> <tr> <td>Listening, attention and understanding</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>Speaking</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>Fine motor skills</td> <td>17%</td> <td>37%</td> </tr> <tr> <td>Comprehension</td> <td>17%</td> <td>43%</td> </tr> <tr> <td>Word reading</td> <td>0%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Number</td> <td>0%</td> <td>29%</td> </tr> </tbody> </table>	Baseline EYFS (2025)	Pupils eligible for PP	Non-PP pupils	Listening, attention and understanding	33%	41%	Speaking	33%	41%	Fine motor skills	17%	37%	Comprehension	17%	43%	Word reading	0%	8%	Writing	0%	20%	Number	0%	29%
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4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of belonging and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high with 1331 being recorded as a cause for concern from September 2024 to August 2025. This includes 112 disadvantaged pupils who currently require additional support, including with social and emotional needs.																								
5	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils although close to average compared to disadvantaged pupils nationally. Only 44% of disadvantaged pupils have been good or better attendance with 23.2% being at risk of persistent absence and 32.2% currently classed as 'persistently absent'. This compares to 69.9% of their peers having good or better attendance with 17.4% at risk of persistent absence and 12.9% currently 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.																								

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and monitoring through a whole school approach to oracy and vocabulary teaching indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils remain close to average or better.
Improved reading and writing attainment among disadvantaged pupils.	Year 1 phonic outcomes and KS2 reading and writing outcomes in 2027-2028 show that the percentage of disadvantage children meeting the expected standard is improved. Year 1 phonics 10% gap, KS2 reading 5% gap and KS2 writing 10% gap between disadvantaged pupils and non-disadvantaged peers. Disadvantaged pupils remain close to average or better.
Improved maths attainment among disadvantaged pupils.	Year 4 MTC outcomes and KS2 maths outcomes in 2027-2028 show that the percentage of disadvantaged children meeting the expected standard is improved. Year 4 MTC 5% gap and KS2 maths 8% gap between disadvantaged pupils and non-disadvantaged peers. Disadvantaged pupils remain close to average or better.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027-2028 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations. • targeted support tracked to identify disadvantaged pupils and the impact of such intervention. • a stronger sense of belonging • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025-2026 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers. • Disadvantaged pupils remain close to average or better.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £145,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p>Diagnostic assessment EEF</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum with a focus on oracy and vocabulary. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions and specific teaching of high-level vocabulary, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Communication and Language EEF Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 3
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and inclusive classroom practices with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Consultant counsellor to work 1 to 1 with pupils facing significant challenges that impact on their sense of belonging, resilience and overall well-being.	The EEF guidance states the importance of making sure pupils feel seen, understood and safe, especially for more vulnerable students who may have fewer protective factors than others. Build a culture of community and belonging for pupils EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Enrichment opportunities for all children with funding 50% of all school activities for pupils eligible for PP. This includes targeted breakfast club for those vulnerable pupils and families	Based on pupil voice and being in an area of high deprivation, enrichment opportunities for all pupils, but especially disadvantaged pupils is limited to activities close to their home. This limits their ability to relate to learning across the curriculum.	4

Total budgeted cost: £232,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The IDSR data demonstrated that

phonics screening retakes in Y2 and higher attaining readers in KS2 show disadvantaged pupils attaining better than their disadvantaged peers. The gap between disadvantaged pupils and non-disadvantaged children with regard to Year 4's MTCs is closing although an 8% gap still exists. The gap at the end of EYFS showing a good level of development still exists with regard to word reading, writing and number still being a limited factor for disadvantaged pupils, although the progress they made from their starting point is in line with their peers. KS2 outcomes show the gap reducing for reading (58% PP / 68% non-PP) and maths (54% PP / 69% non-PP), although still significant writing outcomes (50% PP / 76% non-PP).

To help us gauge the performance of our disadvantaged pupils we compared their statutory results to those for disadvantaged and non-disadvantaged pupils at national and local level and the results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that the gaps between disadvantaged and non-disadvantaged are broadly in line with similar local schools although higher than National. The number of disadvantaged pupils and stability compared to National is;

- Number of roll – well above average at 590
- FSM6 – above average at 26%
- EHCP – well above average at 4.9%
- EAL – well above average at 55%
- Stability – well below average at 57%
- Pupil base deprivation – above average
- School local deprivation – above average

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Pupil conferencing shows that all pupils, including disadvantaged pupils, are better at articulating their learning journey using appropriate vocabulary supported by recorded work in their books.

The data demonstrated that although behaviours for learning is improving for all pupils, the number of disadvantaged pupils persistently absent is still more than double of their non-disadvantaged peers (32.2% compared to 12.9%). This is still significantly higher than the expected outcome at this stage although the gap has closed slightly since last academic year.

Based on all the information above, the performance of our disadvantaged pupils has partially met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that when the school focused on the areas identified in the IDSR, including phonics and higher attainment reading at KS2 for all pupils that were significantly below National, a significant difference was made to all pupils, but especially those disadvantaged pupils. This focus on a whole school strategic approach to identify, assess and target will be needed to achieve the outcomes by 2027-2028.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This includes a whole school approach through appraisals, pupil progress meetings, training and early intervention to close the gap as early as possible. Strategic decisions in terms of staffing and timetabling will allow teachers time to teach the foundational skills and ensure they are fully embedded before moving learning on. Specific appraisal targets have focused on disadvantaged pupils with staff training and clear messaging that if you meet the needs of disadvantaged pupils, you will meet the needs of all pupils.

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
Vocabulary instruction and dual coding	CUSP
Phonic training and access to assessment and videos	Ruth Miskin – Read Write Inc.
Talk 4 Writing approach	The Write Stuff
Standardised assessments	White Rose, NFER and SmartGrade
Literacy intervention	Literacy Gold and Catch-Up Literacy
Handwriting programme	Kinetic Letters
PHSE scheme	1 Decision
Graded reading scheme	Accelerated Reader
RHSE programme	Confidence in teaching RSE