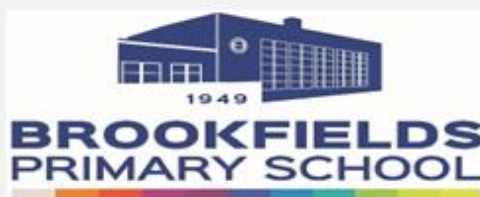


Pupil premium strategy statement



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Janine Burton – Headteacher
Pupil premium lead	Janine Burton
Governor / Trustee lead	Mary Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,240
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£327,240

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to improve educational outcomes for our disadvantaged pupils. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils. We use our pupil premium funding to provide targeted academic support in the form of EAL support, speech and language sessions, small group intervention sessions, family liaison staff, whose role it is to improve SEMH and attendance, we provide a breakfast club and support with the cost of educational trips and visits so that every child is able to fully participate.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language on entry to school limits reading, comprehension and writing skills. Especially evident in EYFS and Year 1. A significant % of disadvantaged pupils enter our nursery with below expected communication and language skills and this negatively impacts outcomes at the end of EYFS and Good Level of Development outcomes (GLD)
2	Achievement of all pupils is low when compared to national including those eligible for Pupil Premium Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class last year, a high percentage of our disadvantaged pupils arrived below age-related expectations compared to that of other pupils. This gap remains steady to the end of KS2.
3	School has a high percentage of newly arrived, mobile pupils who have EAL or SEN needs
4	Social and emotional issues are evident in pupils. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic. 67% of pupils whom are disadvantaged) currently require additional support with social and emotional needs.

5	Community culture, parental and pupil engagement impacts on attendance and punctuality. % of parents who attend parents evenings, workshops and other events is typically minimal.
6	Financial hardship equates to families struggling to provide uniform, access to enrichment activities and other funded opportunities

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
Pupils to have improved recall of key knowledge and vocabulary identified in the curriculum across all subjects	<ul style="list-style-type: none"> • A range of triangulated evidence, including assessments, book monitoring and pupil voice supports the fact that pupils are learning and remembering the curriculum. • Formative and summative assessment is used effectively to ensure pupils learn and remember the curriculum over time • Outcomes in all subjects are in line or above national averages
To improve disadvantaged pupils reading age in line with their chronological age	<ul style="list-style-type: none"> • KS2 reading outcomes in 2025/26 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. • Y1 phonics outcomes in line or above the national average
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> • KS1 & KS2 writing outcomes in 2025/26 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 maths outcomes in 2025/26 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national
To increase the proficiency levels of disadvantaged, EAL pupils	All EAL children will make strong progress through the proficiency bands
To improve and sustain provision and support for children who have SLCN	<ul style="list-style-type: none"> • 100% of children identified with SLCN to receive an intervention and make progress • Staff are knowledgeable and skilled to support pupils with S&L difficulties

To improve parental engagement in all aspects of school life	<ul style="list-style-type: none"> • Parents feel confident to support their pupils and know where to get help if needed. • Parent Governors and community members take an active role in community initiatives • Parent survey feedback is more frequent and more positive to reflect the support school provides
To achieve and sustain improved social and emotional well-being for our pupils, in particular those who are disadvantaged	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent surveys and teacher observations -significant impact of SEMH intervention and support -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.	<ul style="list-style-type: none"> • Sustained high attendance from 2025/26 demonstrated by: -the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible. -the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching and a curriculum which responds to the	There is a strong evidence base detailing how and why teacher effectiveness impacts positively on pupils' outcomes.	1, 2, 3

needs of pupils. Ensure that teachers present content, activities and interactions that activate their pupils' thinking. SLT will lead a rigorous CPD, coaching and support programme with the teaching staff.	Evidence based on the Education's Great Teaching Toolkit which provides an accessible summary of high quality evidence on components and routes to improve teacher effectiveness Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers	
Enhance the teaching of English and curriculum planning in line with DfE and EEF guidance. We will fund release time for the English lead to attend and deliver CPD and support staff in the teaching of writing.	EEF evidence-based recommendations to improve pupils literacy support this approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3
Embed the high quality deliver of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Embedding dialogic activities across the school curriculum. 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.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): EEF social & emotional learning PDF (EEF.org.uk)	4

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

Budgeted cost: £167, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading intervention for the bottom 20% of readers across KS2. Programme to implement Lexia and Catch-up literacy	Targeted reading intervention can be an effective method to help pupils who have fallen behind in reading catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catchup-literacy	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional Maths intervention for pupils who are behind in Maths in KS2. Implement WRH catch up programme.	Targeted intervention can be an effective method to help pupils who have fallen behind in catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catchup-maths	2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Delivery of CPD for staff and the delivery of EAL intervention for pupils with early acquisition; Flash Academy	EAL interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities are successful. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	3
CPD for staff, targeted intervention (external & internal) and purchasing resources for pupils with	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children.	1, 2, 3

speech, communication and language difficulties.	https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-andlanguageapproaches	
Sports coach Mentoring		4

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

Budgeted cost: £25,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering financial support to ensure that disadvantaged pupils can access all curricular and extra-curricular opportunities including trips, residential, music tuition, uniform etc	https://educationendowmentfoundation.org.uk/evidencesummaries/evidencereviews/parentalengagement/	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and funding attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
All staff to complete the accredited attendance CPD programme via Inclusive Attendance. Embed the inclusive attendance approach which includes regular audits. Achieve the inclusive attendance Kite Mark.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. ⁵	5
Launch of Outdoor Play and Learning (OPAL) project within school lunchtimes: Transform playtimes into rich,	<ul style="list-style-type: none"> □ Aligns with DfE's "menu of approaches" for attendance, behaviour, and wellbeing. □ Supports EEF tiered approach under wider strategies: improving social-emotional development and readiness to learn. 	1, 3, 4

<p>inclusive, and active experiences by redesigning outdoor spaces and embedding a play-work approach.</p> <ul style="list-style-type: none"> □ Provide staff CPD on play-work principles, risk-benefit assessment, and inclusive play. □ Engage families and the community in supporting outdoor play culture. □ Use loose parts and natural resources to encourage creativity and problem-solving. 	<ul style="list-style-type: none"> □ Evidence shows OPAL impacts mental health, engagement, and inclusion, which are key barriers for disadvantaged pupils. [assets.pub...ice.gov.uk] 	
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Total budgeted cost: £327, 240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024–2025 was a year of significant progress in some areas but also considerable challenge due to leadership and staffing changes. Despite improved attendance and strong engagement with wider strategies, attainment outcomes for disadvantaged pupils remain below national averages in key areas. We have therefore decided to extend our current strategy for an additional academic year to consolidate good practice and embed consistency before introducing a new strategic direction.

Impact on Intended Outcomes

Curriculum Knowledge and Vocabulary

KS2 combined Reading, Writing & Maths expected standard: 56% (below national 62%). Greater depth remains very low at 2% compared to national 8%.

Reading

KS2 Reading expected standard: 78% (close to national 75%). Higher standard: 19% vs national 33%. KS1 Reading expected: 57% vs national ~72%.

Writing

KS2 Writing expected: 74% (above national 72%). KS1 Writing expected: 36% vs national ~64%.

Maths

KS2 Maths expected: 76% (above national 74%). KS1 Maths expected: 67% vs national ~73%.

Phonics & Early Years

Year 1 Phonics: 70% vs national 80%. EYFS GLD: 50% vs national ~69%.

Attendance and Wellbeing

Overall absence: 4.1%, better than national 4.3%. Persistent absence: 11.5%, improved but still above target. SEMH interventions and enrichment increased

participation (58% PP pupils in clubs). Inclusive Attendance approach has had measurable impact.

What Worked Well

- Rigorous CPD and coaching improved teaching quality, reflected in KS2 gains.
- Targeted interventions in reading and maths delivered positive outcomes.
- Attendance strategies reduced absence and improved engagement. School achieved Inclusive Attendance Bronze Award and were requested to apply to be an Attendance and Behaviour hub for the local area.
- Enrichment and SEMH support enhanced wellbeing and inclusion.

What Needs Improvement

- KS1 attainment in reading and writing remains significantly below national.
- Early Years outcomes require sharper focus on language development.
- Greater depth attainment across all subjects is low.
- Impact of attendance improvement on attainment is not yet fully realised.

Strategic Decision

Due to leadership changes (new Headteacher, CEO departure) and high staff turnover (5 ECTs), we will extend the current strategy for one more year to embed consistency and sustain progress before introducing major changes.

Next Steps

- Continue existing interventions and CPD.
- Introduce physical mentoring programme via trained sports coaches to support wellbeing and engagement.
- Prepare for OPAL launch in 2026 to enhance play, inclusion, and social development.
- Maintain focus on phonics, language, and KS1 attainment.

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
Lexia	Lexia
Little Wandle	Wandle Learning Trust/Little Sutton EH

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA