

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The Palmer Primary Academy
Number of pupils in school	Reception – Year 6: 395 Nursery – Year 6: 431
Proportion (%) of pupil premium eligible pupils	£32%
Academic year/years that our current pupil premium strategy plan covers	2023-24, 2024-2025, 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Miss A. Higginbotham
Pupil premium lead	Miss A. Higginbotham
Governor lead	Mrs E Steer

## Funding overview 25-26 (to be updated end of December)

Detail	Amount
Pupil premium funding allocation this academic year	£ 172,963
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£172963

# Part A: Pupil premium strategy plan

## Statement of intent

We are aiming to raise attainment across the school, including higher achievers, and reduce the attainment gap so that all pupils, regardless of background, social and economic challenges or learning difference, achieve highly and make excellent progress from their varying starting points. Our ultimate objective is that pupil premium pupils work seamlessly alongside their peers and make the same or greater progress. As such, we invest in high-quality teaching and practice which is inclusive and engaging. This results in calm, focussed and emotionally balanced pupils who are ambitious and aspirational. Parents and carers feel supported by the school in helping their child achieve.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support within the school and by staff who work with class teachers to identify and address the misconceptions and gaps in learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 underachievement and gaps in reading, maths, oral and written knowledge and skills which severely adversely affects attainment and progress across all areas of the curriculum.
2	<p>Our assessments and observations indicate that academic achievement and wellbeing of many of our pupils, especially disadvantaged pupils, have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and oracy.</p>
3	The personal, social, health and economic education (including mental health) of PPG pupils adversely affects their attainment and progress across the

	curriculum. This has also been severely compounded by the COVID-19 pandemic and national lockdowns.
4	Attendance of pupil premium needs children to increase and persistent absence needs to decrease.
5	Parents and carers do not always know how best to support the learning and progress of their child, beyond meeting their physical and emotional needs. This is particularly significant for the 39% of SEN pupils are also eligible for pupil premium.

## 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
Improve the quality of teaching and learning and outcomes of reading (letter and sound recognition and comprehension) across the school.	<ul style="list-style-type: none"> <li>• Key Stage 2 outcomes in 2025-26 in reading are in line national expectation.</li> </ul>
Improve the quality of teaching and learning and outcomes of writing across the school.	<ul style="list-style-type: none"> <li>• Key Stage 2 outcomes in 2025-26 in writing are in line national expectation.</li> </ul>
Improve the quality of teaching and learning and outcomes of maths across the school.	<ul style="list-style-type: none"> <li>• Key Stage 2 outcomes in 2025-26 in maths are in line national expectation.</li> </ul>
Address gaps, misconceptions and the attainment in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning, including pupil voice, indicates that high quality feedback will identify and address misconceptions in all subjects.</li> <li>• Pupils identified as being significantly behind their peers will receive a more targeted approach (one to one or small group tuition) to address gaps and misconceptions.</li> <li>• Raise the attainment of pupils achieving age related expectation and narrow the attainment gap between peers, including Pupil Premium recipients.</li> </ul>
Improve the personal, social, health and economic skills of our pupils.	<ul style="list-style-type: none"> <li>• Pupil voice indicates that there is a balanced approach to develop and grow because of a restorative approach in behaviour.</li> <li>• Pupil voice indicates that, as pupils get older, they develop strategies to manage mental and emotional health positively.</li> <li>• This is also reflected in a reduction of the number of high-level behaviour incidents and exclusions.</li> </ul>
To improve pupil premium attendance and reduce persistent absence.	<ul style="list-style-type: none"> <li>- For pupil premium attendance to be in line with national average or higher.</li> </ul>
Parents and carers have the tools and strategies to support the academic achievement and social and emotional development of their child.	<ul style="list-style-type: none"> <li>• Parents/carers report that they have access to learning platforms which ease pressure on parents/carers to have the subject knowledge and pedagogical understanding.</li> <li>• Parents/carers report that they are able to draw on a range of strategies, tools and support to help with routines and meeting needs of their child(ren).</li> <li>• The school supports and subsidises learning experiences so all pupils can participate.</li> <li>• Parent voice recognises the support offered by the school.</li> </ul>

## 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

Budgeted cost: £ 82,190.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing</b></p> <p>Deliver continued professional development (CPD) and training to all staff to improve the teaching of writing using the Talk for Writing approach.</p> <p>To review the writing curriculum to support the development of strong foundations in this area and to deliver CPD in early writing.</p>	<p><a href="#">Research funding partly by the EEF.</a></p> <p><i>T4W shares many of the features of the ‘Self-Regulated Strategy Development’ teaching approach (SRSD) that has been extensively developed in the USA. The effectiveness of the SRSD approach is supported by ‘strong evidence’ in a meta-analysis of research commissioned by the Department of Education in Washington.</i></p> <p><i>This recommendation is based on 25 studies providing causal evidence that pupils become more effective writers from being taught each component of the writing process and from being supported until they are able to apply these strategies independently.</i></p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	<p>1, 2</p>
<p><b>Maths</b></p> <p>Enhancement of the use of resources and manipulatives in maths to support the mastery approach using White Rose.</p> <p>To implement Mastery in Number to support strong foundations in Maths.</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><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	<p>1, 2</p>
<p><b>Feedback</b></p> <p>Review the feedback policy and provide CPD for staff to be more skilled in effective feedback in the moment.</p>	<p><a href="#">Summary findings on the EEF.</a></p> <ol style="list-style-type: none"> <li>1. <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></li> <li>2. <i>Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</i></li> <li>3. <i>Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</i></li> <li>4. <i>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts</i></li> </ol>	<p>1, 2</p>

	<p>overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
<p><b>Release for CPD</b></p> <p>Release staff to work alongside experienced colleagues (coaching and mentoring) for CPD to further improve their effectiveness as a teacher.</p>	<p><a href="#">Professional development study on the EEF.</a></p> <p>Teachers will link the work in classrooms to the mechanisms of the ECT framework. Any session will link to the revisiting of prior development, goals, feedback and plan. The release sessions will aim to build subject knowledge, motivate and inspire staff, develop teaching techniques and embed practice (both within this strategy and to the wider school development plan).</p>	1, 2
<p><b>CPD for PSHE and social and emotional learning</b></p> <p>Provide professional develop for staff to further improve the delivery of the Personal, Social, Health and Economic and Relationship Education curriculums.</p>	<p><a href="#">PSHE Association.</a></p> <p>When delivered by trained teachers in partnership with communities, parents and pupils, PSHE education can contribute to a range of positive outcomes for children and young people: keeping them healthy and safe, both online and offline, improving their academic performance, preparing them for the workplace and building the character and resilience they will need to thrive in a changing world.</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><a href="#">EEF Social and Emotional Learning.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3

## Targeted academic support

Budgeted cost: £ 56,185.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group and one to one tutoring</b></p> <p>Provide small group and one-to-one tutoring and intervention to address attainment gaps.</p>	<p><a href="#">One-to-one tutoring EEF findings</a> <a href="#">Small group tuition EEF findings</a></p> <ol style="list-style-type: none"> <li>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</li> <li>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</li> <li>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</li> <li>4. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</li> </ol>	1, 2
<p><b>Early years baseline for speech and</b></p>	<p>On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.</p>	1, 2

<p><b>language</b> WellComm and interventions will take place for children with potential language difficulties.</p>	<p>Communication and Language is one the the key pillars in strong foundations.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	
<p><b>Phonics Rapid-Catch Up Programme</b> Children in KS2 who need further phonics support will use a 28 week programme to develop fluency in reading.</p>	<p>Education Endowment Foundation shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	1, 2

## Wider strategies

Budgeted cost: £34,588.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement attendance initiatives to incentivise good attendance and challenge poor attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	4
<p>Provide a structured approach to support mental health and wellbeing.</p>	<p>Implementation of strategies to <a href="#">promote and support mental health and wellbeing in schools</a>. This includes the appointment of a mental health lead, the use of a school counsellor, taking part in the new Mental Health Service Team setup by Brighter Futures for Children, the training of Emotional Literacy Support Assistants and resources to support the above.</p>	3
<p>Provide tools and platforms to support learning at home, including the use of MyMaths, SpellingShed and similar resources.</p>	<p><a href="#">EEF Parent Engagement Summary</a></p> <p><i>Provide practical strategies to support learning at home</i></p> <p><i>For young children, promoting shared book reading should be a central component of any parental engagement approach.</i></p> <p><i>Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes</i></p>	5
<p>Develop a toolkit for parents/carers to access to support wellbeing, parenting, attendance and signposting for support.</p>	<p><a href="#">EEF Parent Engagement Summary</a></p> <p><i>Provide practical strategies to support learning at home</i></p> <p><i>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</i></p> <p><i>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.</i></p>	3, 4, 5

Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially pupil premium parents/carers with this.	3, 5
Fund cost of clubs	Some families are unable to contribute towards in-school enrichment activities such as after school clubs. The school will offer a contribution towards any of these activities for pupils eligible for pupil premium.	3, 5

**Total budgeted cost: £ 172,963**

## 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.

Priority area	Outcomes and evidence of impact
1 and 2 Underachievement and gaps in reading, maths and writing	<p>Combined, 2023, 2024, 2025 Disadvantaged, 24%, 30%, 36%</p> <p>The gap in attainment is narrowing due to attainment improving with disadvantaged pupils, however this needs to continue to increase. The school is continuing to focus on securing strong foundations for all students.</p>
3 – PSHE education assessment shows that PPG pupils have adverse effects which impact on progress in this area.	<p>PSHE curriculum continues to be embedded across the school within all classes. Support staff and AHT for Behaviour and Personal Development run regular groups/interventions with identified pupils, some of whom are Pupil Premium. Our Pastoral and Welfare Lead provides support to vulnerable families and is a DSL to signpost families to further support from external agencies. Local authority mental health teamwork with Pupil Premium children to develop talking strategies to support emotional development. Leaders have also conducted CPD for staff relating therapeutic behaviour management in the classroom. Identified staff were trained in Thrive and these sessions started last academic year which contributed to an improvement of self-regulation and behaviour for those pupils.</p> <p>Funding also supported therapeutic 1-1 sessions and social skills sessions.</p>
4 – Attendance in 2022-23 was 92% with PA of 25.7%	<p>The Pastoral and Welfare Lead along with our AHT for Behaviour and Personal Development follows up any periods of absence with parents and these are recorded on our management system.</p> <p>Attendance (YR+) for 2024-25 was 93.4%, which was below the national average. However, this was a 1% improvement on last academic year. PA was 17% and although this is above national average it continues to improve each year.</p> <p>Attendance for those Pupil Premium pupils was at 91% in 24-25 which is an improvement on 88.4% over the last 2 years, demonstrating that although attendance is still an issue for this group of pupils, our strategies are having impact.</p>

	The school will continue to improve and work with families eligible for Pupil Premium to champion their regular attendance at school.
5 - Parents and carers do not always know how best to support learning/progress of PPG children. 39% of SEN pupils are also eligible for pupil premium funding.	A range of events put on across the academic year at different times to engage as many parents as possible. These include – book events, stay and play/stay sessions (EYFS) parents evenings and phonics workshops. These opportunities will continue to be strengthened this upcoming academic year. Agencies are utilised to work with families whose child/ren need additional support at home/academically.

## 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

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.