Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Palmer Primary Academy
Number of pupils in school	Reception – Year 6: Nursery – Year 6:
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2026-27 2027-28 2028-29
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Miss A. Higginbotham
Pupil premium lead	Miss A. Higginbotham
Governor lead	Mr S. Dwinell

Funding overview 26-27 (to be updated end of December)

Detail	Amount
Pupil premium funding allocation this academic year	£ 207700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207700

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 there 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 that some disadvantaged pupils are not secure in all their foundational skills which impacts progress across the curriculum and confidence in learning.
2	Some disadvantaged pupils haver lower attendance and higher persistent absence impacting their learning time and progress across the curriculum.
3	Some disadvantaged pupils require support to improve self-regulation and emotional wellbeing, through pastoral and sensory activities.
4	Disadvantaged pupils may not have access to a broad range of experiences to develop aspirations and cultural capital.
5	A proportion of parents and carers of disadvantaged pupils face barriers to engagement with school, resulting in lower participation in school events, parental learning opportunities, and communication channels. Strengthening

	these partnerships remains a priority to ensure families are equipped to support attendance, learning, and wider pupil outcomes.

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	Challenge Number
Disadvantaged pupils develop secure foundational skills in reading, writing and mathematics, enabling them to access the full curriculum confidently and achieve well.	• The attainment gap between disadvantaged pupils and their peers narrows further. • A greater proportion of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics. • Pupils demonstrate increased confidence and independence in their learning.	1
Attendance for disadvantaged pupils continues to improve, ensuring they access learning regularly and achieve their full potential.	• Attendance of disadvantaged pupils is in line with or above national figures. • Persistent absence among disadvantaged pupils reduces significantly. • The attendance gap between disadvantaged pupils and their peers narrows. • Improved attendance contributes to stronger progress and attainment outcomes.	2
Disadvantaged pupils develop effective self-regulation strategies and positive emotional wellbeing, enabling them to engage successfully in learning and school life.	• Pupils demonstrate improved emotional literacy, resilience and self-regulation. • Behaviour incidents and disruptions to learning reduce. • Pupils report feeling safe, supported and ready to learn. • Increased engagement in lessons and positive participation across school life for targeted pupils • Targeted pupils experience effective transitions for their next stages and have a sense of belonging within the school community.	3
Disadvantaged pupils access a rich range of experiences that broaden their horizons, raise	• Increased participation of disadvantaged pupils in clubs, visits, residentials and enrichment opportunities.	4

aspirations and enhance cultural capital.	• Pupils can talk confidently about a range of experiences beyond their immediate environment. • Pupils demonstrate ambition and awareness of future opportunities and careers.	
Strong, positive partnerships are established with parents and carers of disadvantaged pupils, supporting attendance, learning and wellbeing.	• Increased engagement of disadvantaged families with school events, workshops and consultations. • Improved communication between school and home. • Parents and carers report feeling informed, valued and better equipped to support learning at home. • Improved attendance, engagement and outcomes for disadvantaged pupils as a result of strengthened home-school partnerships.	5

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

The Palmer Promise in Action

We will provide excellent teaching and timely support.

We will deliver high-quality learning experiences, use assessment effectively, and provide swift feedback, adaptation and intervention so that every child can achieve success.

Budgeted cost: £ 96,*307.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing Deliver continued professional development (CPD) and training to all staff to improve the teaching of writing using the school's approach to writing focussing on securing foundational skills.	Improving Literacy in Key Stage 1 | EEF Our focus on foundational writing skills is informed by the Education Endowment Foundation's guidance, which highlights the importance of developing fluent written transcription skills, including spelling, handwriting, sentence construction, and the automatic application of writing conventions. The EEF emphasises that when these foundational skills become secure, pupils are able to devote more cognitive attention to composition, vocabulary choice, and communicating their ideas effectively. By prioritising these core skills, we aim to increase pupils' accuracy, fluency, confidence, and independence as writers, providing the strong foundations needed for sustained success in writing across the curriculum. *https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school* The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality first teaching provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	1

	https://www.suttontrust.com/news-opinion/all-news opinion/improving-the-learning-of teachers/#:~:text=A%20Sutton%20Trust%20review%20found,big%2C%20life%2Dtransforming%20difference.	
Maths To secure foundational skills within mathematics through rigorous assessment and curriculum prioritisation.	https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1
Feedback Review the feedback policy and provide CPD for staff to be more skilled in effective feedback in the moment.	Summary findings on the EEF. *1. 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.* *2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback* *3. 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).* *4. 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 overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.* *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.*	1,
Release for CPD Release staff to work alongside experienced colleagues (coaching and mentoring) for CPD to further improve their effectiveness as a teacher.	Professional development study on the EEF. *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).*	1,
CPD for PSHE and social and emotional learning Provide professional develop for staff to further improve the delivery of the Personal, Social, Health and Economic and Relationship Education curriculums.	PSHE Association. *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.* *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_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)*	3

Targeted academic support

The Palmer Promise in Action

We will know every child as an individual.
We will build positive relationships with every child, celebrate their strengths, understand their needs, and ensure they feel valued, safe and included within our school community.

We will provide excellent teaching and timely support.
We will deliver high-quality learning experiences, use assessment effectively, and provide swift feedback, adaptation and intervention so that every child can achieve success.

Budgeted cost: £ 65*,195.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one tutoring Provide small group and one-to-one tutoring and intervention to address attainment gaps.	One-to-one tutoring EEF findings Small group tuition EEF findings 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. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1
Early years baseline for speech and language WellComm and interventions will take place for children with potential language difficulties.	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. Communication and Language is one the the key pillars in strong foundations.	1, 3

	https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	
Phonics Rapid-Catch Up Programme Children in KS2 who need further phonics support will use a 28 week programme to develop fluency in reading.	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. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1,

Wider strategies

The Palmer Promise in Action

We will nurture confidence, character and wellbeing.
We will help children develop resilience, self-belief, independence and the communication skills needed to build positive relationships and make responsible choices.

We will broaden horizons through rich experiences.
We will provide a wide range of enrichment opportunities, cultural experiences and real-world learning that inspire curiosity and deepen understanding of the wider world.

We will prepare every child for their future.
We will equip children with the knowledge, skills, aspirations and opportunities they need to thrive in the next stage of education and beyond.

Budgeted cost: £45,598.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement attendance initiatives to incentivise good attendance and challenge poor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	2
Provide tools and platforms to support learning at home, including the use of MyMaths, SpellingShed and similar resources.	EEF Parent Engagement Summary *Provide practical strategies to support learning at home* *For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes*	5

Develop a support strategies for parents/carers to access to support wellbeing, parenting, attendance and signposting for support.	EEF Parent Engagement Summary *Provide practical strategies to support learning at home* *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).* *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.*	2,5
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.	4,5
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.	4,5

Total budgeted cost: £ 207700

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 **2025 to 2026** academic year.

<table>
<tr><th>Priority area</th><th>Outcomes and evidence of impact</th></tr>
<tr><td>1 and 2 Underachievement and gaps in reading, maths and writing</td><td>
<table>
<tr><td>25/26</td><td>Overall</td><td>Disadvanted</td><td>National disadvantaged 24/25</td></tr>
<tr><td>GLD</td><td>79%</td><td>79%</td><td>55%</td></tr>
<tr><td>Phonics yr 1</td><td>88%</td><td>73%</td><td>67%</td></tr>
<tr><td>Phonics yr 2</td><td>95%</td><td>95%</td><td></td></tr>
</table>
<table>
<tr><td>25/26</td><td>Overall</td><td>Disadvantaged</td><td>National non disadvantaged</td><td>Gap</td></tr>
<tr><td>KS2 combined</td><td>65%</td><td>55%</td><td>70%</td><td>-15%</td></tr>
</table>
Gaps in attainment for disadvantaged learners and national non disadvantaged learners have narrowed in KS2 have narrowed significantly. This is a direct impact of the CPD to develop teaching and learning paired with carefully selected interventions.

GLD and phonics outcomes have also improved. This demonstrates the impact of CPD and teaching resources in these aspects.
Continued focus on foundational skills will continue to narrow the gap at KS2 over time.
</td></tr>
</table>

3 – PSHE education assessment shows that PPG pupils have adverse effects which impact on progress in this area.	PSHE curriculum continues to be embedded across the school within all classes. This was reviewed for 25/26 to increase emphasis on protected characteristics and British Values. 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. Thrive intervention embedded across the school which led to improved self-regulation for identified pupils. Funding also supported Briym (Building resilience in young minds) 1-1 sessions and social skills sessions.
4 – Attendance in 2022-23 was 92% with PA of 25.7%	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. Attendance (YR+) for 2025-26 was 94.2%, which was below the national average. However there has been an improvement of 2% over the last 2 years. Overall PA for 25/26 was 15% which is over 10% improvement since 22/23. There are marked signs of improvement of attendance for disadvantaged pupils. Statistically, these pupils' attendance is 'close to average' when compared to other FSM pupils nationally. The gap to national for FSM pupils has closed from 2.9% in 2024 to 0.9% in 2026. Our systems and strategies are having impact; however, these actions need to continue and build on these improvements. The school will continue to 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 were 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, phonics workshops. At parent and teacher evenings, parents were also given activities that would support their children at home. In a recent parent survey, 100% of parents and carers said that the school gives the right support to do well in their learning. Relationships with parents and carers is crucial, so the strategy will continue to support this partnership.

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.