

# Pupil premium strategy statement – 2024/2025



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This statement forms part of our 3-year strategy which runs from 2025 – 2028.

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   | 194                                 |
| Proportion (%) of pupil premium eligible pupils  | 49%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024/2025<br>2025/2026<br>2026/2027 |
| Date this statement was published  | February 2025                       |
| Date on which it will be reviewed  | December 2025                       |
| Statement authorised by  | C Taylor, Headteacher               |
| Pupil premium lead   | J Thackway, Deputy Headteacher      |
| Governor / Trustee lead  | E Hick, Chair of Governors          |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £140K  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br><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> | £140k  |

# Part A: Pupil premium strategy plan

## Statement of intent

Our school motto is 'Together We Make a Difference'. We are proud of our status as a community primary school and we recognise that it is part of our role to support our families and pupils in the community in which we are based.

Approximately 49% of our pupils are entitled to pupil premium. We also support other families and children who face challenging circumstances. We have always stated this as part of our policy for use of pupil premium. Following a challenging period financially for families in our local community, we see an increased number of families who require support on different levels – whether it be linked to academic attainment, school attendance or wellbeing support. Our intention is to provide that support to families and pupils, so that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas.

Our context is changing – we have more working parents on low incomes who are experiencing hardship similar to those not in employment. We have an increased number of pupils from overseas arriving in the past 12 months. This has dramatically changed our demographic.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils and families, such as those who require additional help from school and other services, including pupils who have a social worker.

We make strategic decisions based on a three-tiered approach (see previous plans).

Firstly, we provide high-quality teaching for all; we then identify and support those children who require focused, additional support and we adopt a wider range of strategies designed to support pupils and their families so that pupils can focus on learning. We seek high quality CPD training and opportunities for all staff including Early Career Teachers. Wave 1 High-quality teaching for all ensures that children, irrespective of their background, can make good progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will also use recognised high-quality providers and interventions – for example, in providing support for EAL and SEN pupils (22%). We will use a range of assessments for diagnostic and planning purposes. This will help us to identify specific needs and common gaps. It will also inform the type of intervention support needed.

We will also identify where non-academic barriers impact negatively on pupils, for example levels of attendance and persistent absence, behaviour incidences and exclusions data, wellbeing, mental health, safeguarding concerns, access to technology and educational materials at home and English as an additional language.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Oral Language and Vocabulary Development</b> – Assessments, including baseline language screenings and ongoing teacher observations, alongside input from our specialist speech therapist (visiting three times per six-week period), reveal that many disadvantaged pupils exhibit underdeveloped vocabulary and limited oracy skills. This challenge is particularly pronounced among our disadvantaged cohort, including those with English as an Additional Language (see Challenge 2), and persists from entry in Reception through to the end of Key Stage 2. Data indicates a significant gap compared to their non-disadvantaged peers, with overseas arrivals often facing heightened barriers to language acquisition. These deficits hinder progress in reading, writing, and broader curriculum engagement, necessitating targeted intervention. |
| 2                | <b>English as an Additional Language (EAL)</b> – Our school has undergone a significant demographic shift, with a marked increase in pupils from diverse ethnic backgrounds, resulting in 17 languages now spoken. This change presents both opportunities and challenges, particularly for disadvantaged EAL pupils, many of whom face greater barriers to language acquisition and integration into the UK education system. Assessments indicate that these pupils, especially recent arrivals, exhibit wider attainment gaps compared to their non-disadvantaged peers.   |
| 3                | <b>Writing</b> - Internal assessments, including teacher evaluations of writing proficiency reveal that disadvantaged pupils consistently attain below their non-disadvantaged peers. This disparity not only affects their progress in English but also hinders broader curriculum engagement, necessitating targeted interventions to close the gap and ensure equitable outcomes.  |
| 4                | <b>Low On-entry Attainment to Reception</b> – Internal assessments, including baseline observations and early years foundation stage profiles, indicate that a higher proportion of our disadvantaged pupils arrive at Reception below age-related expectations compared to their non-disadvantaged peers. An increasing number of these pupils now also exhibit deficits in school readiness, particularly in self-care and emotional resilience, which further hinder early academic progress and social integration. These challenges necessitate continued and enhanced support to ensure equitable outcomes from the outset.   |
| 5                | <b>EBSA/Attendance</b> – Our attendance data reveals a significant disparity between disadvantaged and non-disadvantaged pupils, with attendance for pupils in receipt of pupil premium funding currently at 90.2%, compared to 95.5% for non-disadvantaged pupils. Moreover, persistent absence rates are notably higher among disadvantaged pupils at 30.6%, in contrast to 11.1% for their non-disadvantaged peers. These figures reflect underlying challenges, including Emotional-Based School Avoidance (EBSA), where emotional and behavioural barriers—such as anxiety or family circumstances—contribute to lower engagement. This attendance gap not only exacerbates attainment disparities but also hinders social integration and curriculum access.  |

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| 6 | <b>Reading for Pleasure</b> – A significant challenge for our disadvantaged pupils is fostering a genuine love of reading and embedding reading for pleasure as a lifelong and regular habit. Internal surveys and observations indicate that many disadvantaged pupils do not engage in reading at home and rarely choose reading as a leisure activity. This lack of engagement, often linked to limited access to books or reading role models, contributes to widening literacy gaps and hinders vocabulary development, impacting broader academic progress. |
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## 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   |
|---|--|
| To improve oral language skills and vocabulary for identified pupils.   | <ul style="list-style-type: none"> <li>Assessments and observations to indicate improved language acquisition outcomes for identified pupils.</li> <li>Increased participation and accuracy in oral speaking activities</li> </ul>   |
| Improved English language proficiency for multilingual learners, enabling them to access the curriculum and participate fully in school life. | <ul style="list-style-type: none"> <li>Identified disadvantaged multilingual learners will demonstrate improved English language proficiency, as evidenced by their ability to comprehend and use age-appropriate vocabulary, grammar, and sentence structures in classroom discussions and written tasks.</li> <li>Disadvantaged multilingual learners will exhibit increased confidence and engagement in school activities, such as class discussions, group projects, and extracurricular events, as demonstrated by regular participation and positive feedback from peers and teachers.</li> </ul> |
| To improve reading & writing attainment & progress among disadvantaged pupils.  | <ul style="list-style-type: none"> <li>By end of KS2 reading and writing outcomes show a narrowing of the gap between disadvantaged and non-disadvantaged pupils and also in comparison to national all pupil data. By end of 2025/26.</li> </ul>  |
| To identify and implement strategies to maximise progress for children in EYFS, including increased support for being 'school-ready'          | <ul style="list-style-type: none"> <li>End of EYFS assessments show that children in EYFS, particularly those who are disadvantaged or less 'school-ready', have made accelerated progress in language and literacy skills.</li> <li>Pupils to demonstrate increased school readiness, including greater independence in self-care tasks and the</li> </ul>  |

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|  | development of emotional resilience to engage confidently in classroom activities and social interactions.  |
| To identify and address barriers to learning, linked to wellbeing, engagement and school attendance. | <ul style="list-style-type: none"> <li>• Pupils and families will experience enhanced wellbeing, feeling more secure, supported, and emotionally resilient in the school environment, enabling them to overcome barriers such as anxiety or emotional-based school avoidance</li> <li>• Pupils will show greater engagement in classroom activities, group work, and school events.</li> <li>• Disadvantaged pupils will demonstrate improved attendance, attending school regularly and reducing instances of persistent absence.</li> </ul> |

## Activity in this academic year 2024/2025

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: £15,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Mentoring/Coaching –<br>Led by Senior Leadership Team using Walkthrus<br>Staff training  | The Education Endowment Foundation (EEF) highlights that effective professional development, including mentoring and coaching, can improve teaching quality, which is crucial for disadvantaged pupils ( <a href="#">EEF Effective Professional Development</a> ).                             | 1,2,3,4                       |
| Surgeries (SEND Reading Writing Maths)<br>Provide regular and timely support for teachers in SEND, reading, writing and maths. All teachers to meet half termly to hold surgeries with subject leaders/SENCO | The EEF provides guidance on supporting pupils with special educational needs and disabilities (SEND) and improving literacy and numeracy, emphasizing the importance of regular teacher support and reflection ( <a href="#">EEF SEND Guidance</a> , <a href="#">EEF Literacy Guidance</a> ). |                               |

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| <p><i>Development of staff knowledge of books and increased love of reading across the school</i></p> <p><i>Participation with OU RFP programme</i></p> <p><i>Purchasing High Quality Resources (Books)</i></p>   | <p>The Open University's RfP initiative emphasizes that teachers' deep knowledge of children's literature—covering a wide range of genres, authors, and texts—is a critical driver of reading for pleasure.</p> <p>The Open University's Reading for Pleasure (RfP) project demonstrates that enhancing teachers' knowledge of children's literature boosts reading enjoyment and skills, particularly among disadvantaged pupils (<a href="#">Open University RfP Reports</a>).</p> <p>Evaluations of the Open University's Reading for Pleasure (RfP) programme, conducted between 2023 and 2025, show significant improvements in reading for pleasure and literacy skills for disadvantaged pupils in participating schools.</p> | 1,3,6     |
| <p><i>Purchasing High Quality Resources (Books)</i></p>   | <p>Research from the National Literacy Trust's "Children's and Young People's Reading in 2024" report indicates that access to high-quality books improves reading skills and enjoyment, especially for disadvantaged pupils</p>   | 1,2,3,4,6 |
| <p><i>English Consultant Support – 3x visits per year. To be used effectively by SLT &amp; English subject leader to address any areas of development or CPD need.</i></p>  | <p>Studies, such as those from the Literacy Trust in 2022, suggest that external expertise in writing instruction, such as hiring a writing consultant, can lead to improved writing outcomes, particularly for pupils who need additional support, including those from disadvantaged backgrounds.</p>  | 1,2,3     |
| <p><i>EYFS Consultant Support to work with EYFS lead. 3x half day sessions booked in this year. Further support available if required.</i></p>  | <p>The EEF's Early Years Toolkit (2024) emphasizes the importance of high-quality early years provision, supported by expert consultants, for improving outcomes for disadvantaged pupils. T</p>   | 1,2,3,4   |
| <p><i>Further developing our curriculum to meet the needs of our pupils. A bespoke enhancing curriculum delivered by SLT and our Pastoral Team to give subject leaders/phase leaders dedicated leadership</i></p> | <p>The Department for Education (DFE) and Ofsted highlight that a well-designed curriculum, addressing the needs of all pupils, including those who are disadvantaged, is essential for educational success. The DFE's "Curriculum Framework" (2023) and Ofsted's "Review of the curriculum" (2022) provide evidence that inclusive curricula improve engagement and progress for disadvantaged pupils</p>   | 1,2       |



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| <i>time and support (through our Curriculum Lead and our network) to develop their area of the curriculum.</i>  |  |   |
| <i>Further development of our school library areas, classroom reading areas and book stock to ensure that our children have access to high quality literature to read both in school and at home. The use of Accessit to further support the development of reading for pleasure.</i> | OU - Reading for pleasure is vital for pupils' reading development and wider cultural capital. Building a love for reading within all children supports children to succeed in all subjects over the long term and become successful adults in later life. | 6 |

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

**Budgeted cost: £95,000**

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Additional Support Staff</i>   | The EEF's guidance on making the best use of teaching assistants demonstrates that additional support staff, when deployed effectively, can improve outcomes for disadvantaged pupils ( <a href="#">EEF Teaching Assistants Guidance</a> ).   | 1,2,3,4,5                            |
| <i>PPA cover on teacher pay scale. PPA cover with QTS to ensure high quality sessions covered.</i>  | EEF guidance emphasises the impact of high quality wave 1 provision. Maintaining consistent Wave 1 teaching through qualified staff, including cover teachers, prevents disruptions that disproportionately affect disadvantaged pupils, who may struggle with transitions or inconsistent instruction.   | 3                                    |
| <i>BRIDGE Speech Therapy to work closely with SENDCo and identified pupils. 6x visits per year and provide targets advice and support for teachers and teaching assistants.</i> | Studies, such as those referenced in the EEF Teaching and Learning Toolkit (updated 2025), indicate that targeted oral language interventions, including speech therapy, have an average effect size of +0.5 on pupil outcomes, with even greater benefits for disadvantaged groups. The EEF's "Early Years Toolkit" (2024) highlights that early speech therapy interventions in preschool and | 1,2,3,4                              |

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|  | primary settings reduce the attainment gap in language skills by up to 0.4 standard deviations for disadvantaged pupils, improving literacy, vocabulary, and classroom participation.   |         |
| <i>Specific support for disadvantaged pupils children with SEND</i>  | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF Special Educational Needs in Mainstream Schools   | 1,3,4,5 |
| <i>HERTs Reading Fluency to be offered to Y2 – Y6 pupils based on need. Children to run a 6 week block of sessions with a class teacher as a targeted intervention. Maximum group size 1-6. 3 sessions per week.</i> | <p>Pupils typically demonstrate the following changes in reading behaviour after engaging in the Key Stage 2 (KS2) Reading Fluency Project.</p> <p>Increased stamina: pupils are able to read more text for a longer period whilst retaining understanding; increased accuracy, increased enjoyment, increased confidence, increased engagement - HERTs Reading Fluency Project Impact Review</p> | 1,6     |

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

**Budgeted cost: £30,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Trauma informed CPD opportunities. Staff CPD and applied to school Behaviour and Relations policy.</i> | According to EIF's report, TIP has the potential to contribute most to the wider system of support when it is delivered alongside well-evidenced interventions that have shown positive impact on young people's outcomes. | 5                             |
| <i>Pastoral support - Develop pupils' social, emotional and mental health so they fully</i>               | The Early Intervention Foundation's review on social and emotional learning shows that pastoral support programs enhance emotional well-being and  | 5                             |



|  |  |       |
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| <i>access all aspects of school life.</i>  | academic performance, particularly for disadvantaged pupils.   |       |
| <i>Collaborative team effort to address attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice. Purchasing and rolling out whole school use of Study Bugs. This will involve training and release time for staff to develop and implement new procedures to improve attendance and punctuality.</i> | The DfE's "Working Together to Improve School Attendance" guidance (2023) and the Education Policy Institute's 2024 provide evidence that attendance support programs reduce absence rates and improve academic outcomes for disadvantaged pupils.   | 5     |
| <i>Breakfast Club – Heavily subsidised to ensure pupils come to school ready to learn and having had a meal at breakfast time.</i>   | <p>Breakfast Clubs in schools make sure that children who attend them get a healthy breakfast at no cost to the family.</p> <p>Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour, as our research has shown which looked at the benefits of the scheme in disadvantaged areas.</p>                                  | 5     |
| <i>Subsidised school meals and continue to run own kitchen to provide food security for FSM pupils and to support families during times of crisis.</i>   | School meals boost attainment and attendance, and increases a child's lifetime earnings Improves food security and helps families save on food costs Improves diet quality and helps combat childhood obesity, saving the NHS money in the long term – Food Foundation   | 5     |
| <i>Study Bugs – Purchase and roll out study bugs to all parents. Use the platform to give immediate feedback for families around attendance in both positive and negative circumstances. To build efficient methods to identify and put targeted support in place quickly.</i>   | <p>The Studybugs platform has been developed with funding from the Department for Education, UK Research &amp; Innovation and the Open Data Institute among others.</p> <p>Schools using Studybugs range from those with poor attendance who would like to improve it, to schools already rated 'outstanding' by Ofsted, with top-quartile attendance, who want to keep it that way.</p> | 5     |
| <i>Parental engagement – Book events<br/>EYFS Stay and Play<br/>Open lessons</i>   | Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive   | 4,5,6 |

|                                    |  |     |
|------------------------------------|--|-----|
| <i>Trips</i>                       | communications about learning, can prove actionable for schools. EEF Parental Engagement   |     |
| Contingency fund for acute issues. | Based on our experiences, and those of similar schools to ours, we have identified respond quickly to needs that have not yet been identified. Quick response intervention wider school budget can sustain | All |

**Total budgeted cost: £ 140K**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**1. To improve oral language skills and vocabulary for identified pupils:**

*Further embedding of humanities curriculum – Observations from class teachers have shown a significant increase in pupils' ability to answer using full sentences and children are now responding with improved answers using a wider range of vocabulary across the curriculum. Targeted interventions for speech through BRIDGE speech therapist have identified support for 28 pupils across the school. 5 children have been referred to NHS. 23 on specialist intervention plans.*

*Social communication interventions – staff trained and delivered across school.*

**2. To improve phonics acquisition and progress among disadvantaged pupils.** *In 2 out of the last three years our phonics results have been better than or in line with national outcomes. The last year's results are impacted by the nature of the cohort. Removing the 2 pupils who were disapplied changes the outcomes to 77% which is broadly in line.*

**3. To improve reading & writing attainment & progress among disadvantaged pupils.** *We have improved reading attainment more successfully than writing attainment by the end of the academic year ending in 2024. In the previous 3 years, our attainment has been variable and dependent on the cohort. The cohorts had changed in context significantly – with increased numbers of SEN and EAL pupils -directly impacting on reading attainment. In the classrooms, we are seeing improvement in reading fluency and comprehension. Writing is still behind reading, which is a national trend. We have planned in a deep dive supported by external consultancy in order to identify and respond to any barriers.*

**4. To identify and implement strategies to maximise progress for children in EYFS,** including increased support for being 'school ready'. *Reintroduced home visits; ensured that staffing; pupil ratios are higher in EYFS. Bought in EYFS Consultant support – ongoing into 25-26. EYFS GLD is variable over the last 3 years – ranging from 53% - 60%. These cohorts have also contained complex high needs SEN pupils awaiting specialist provision. For example, looking at the EYFS cohort for 23-24, when the high SEN needs pupils are removed, the % at GLD is approx. 59%..*

**5. To identify and address barriers to learning, linked to wellbeing and engagement.** *Attendance continues to be a significant barrier for some disadvantaged pupils. This requires a high level of school support for parents. Our termly visits by the LA confirm that we are proactive and supportive and we can evidence 'good news' stories alongside demonstrating appropriate escalation for those families where non-engagement is a contributing factor for poor attendance. We also engage with internal and external services such as in-house pastoral support, in-house SALT, access to counselling services to support pupils. This regularly sows an uptick in attendance but often requires revisiting for sustainability.*

6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. *Termly support visits by the LA Attendance Consultant confirm that school has an active approach to wards improving attendance and we utilise the range of strategies outlined in the 'Working Together to Improve School Attendance'.*

## 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                          |
|--|-----------------------------------|
| Opening Worlds Humanities Programme  | Christine Counsell & Steve Mastin |
| Lexplore (Reading Analytics)   | Lexplore                          |
| Phonics Tracker (assessment & tracking programme)  | Phonics Tracker                   |
| Speechlink (to identify and support children with developmental speech sound difficulties) | Speechlink Multimedia             |
| NFER Tests – English & Maths   | NFER                              |
| FFT Attendance and School Data   | FFT                               |
| Talk 4 Writing   | Pie Corbett                       |

## Service pupil premium funding (optional)

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*