

Leadgate Primary School Pupil Premium Strategy Statement 2025/2026



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	Leadgate Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	52% (92pupils)
Academic year/years that our current pupil premium strategy plan covers 2024-2027	2025~ 2026 2026~2027
Date this statement was published	December 2024 December 2025 - Reviewed
Date on which it will be reviewed	December 2027
Statement authorised by	Laura Weaver (Acting Headteacher)
Pupil premium lead	Laura Weaver (Acting Headteacher)
Governor lead	Andy Plant (Lead for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136,160
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	£136,160

Part A: Pupil premium strategy plan

Statement of intent

At Leadgate Primary School, we strive to deliver high-quality teaching and learning in a rich learning environment focused on individual needs, enabling every child to meet or exceed their potential and become confident, resilient, lifelong learners. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including progress for those who are already high attainers. We are committed to considering the challenges faced by all vulnerable pupils.

High-quality teaching lies at the heart of our approach, concentrating on areas where disadvantaged pupils require the most support. This strategy has been proven to have the greatest impact on closing the attainment gap associated with disadvantage and non-disadvantaged pupils within our school. Our provision is meticulously tailored to individual pupil needs, ensuring that all pupils, including the most vulnerable, can thrive. We take a holistic approach to the development of children as individuals, attending to their emotional, social, and academic needs.

Our approach will be responsive to prevalent challenges and individual necessities, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement one another to help pupils excel. To ensure their effectiveness, we will:

- Promote an ethos of attainment for all pupils, avoiding stereotypes that label disadvantaged children as a collective group with less potential to succeed.
- Ensure pupils are consistently challenged in the work set for them through high-quality teaching that upholds high expectations of what they can achieve.
- Employ an individualised approach to tackle barriers to learning, intervening at the point where needs are identified through early intervention strategies.
- Make informed decisions based on data analysis, responding to evidence that is upheld by research-based methodologies.

Our statement of intent reflects a firm commitment to supporting disadvantaged pupils effectively while ensuring that all children at Leadgate Primary School can aspire to achieve their best in a nurturing and challenging environment.

Challenges

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

Challenge number	Detail of challenge
1	Baseline observations and assessments indicate that pupils eligible for the Pupil Premium do not start their early years education at age-related expectations, particularly in communication and language, which is often significantly delayed. Observations show significant gaps in oral language development and vocabulary. Consequently, these learners must make greater progress than their peers to bridge the attainment gap, necessitating targeted interventions and support to enhance their language skills and overall educational outcomes.
2	Assessments, observations, and discussions with families have highlighted significant social and emotional challenges for many pupils eligible for pupil premium. These issues are largely attributed to a lack of engagement in home learning, difficulties with attachment, and obstacles in making connections and building relationships, exacerbated by poverty and limited enrichment opportunities. Consequently, the emotional resilience of these pupils is notably lower compared to their peers, impacting their ability to concentrate on academic tasks, particularly when collaboration or adversity is involved.
3	Due to low starting points in verbal communication and language, some disadvantaged pupils in Year 1 struggle to meet the phonics standard by the end of the academic year. This challenge significantly impedes their overall progress across the curriculum, as many areas require effective reading strategies for comprehension and engagement. Without targeted interventions and additional support, these pupils may continue to fall behind, highlighting the urgent need for focused efforts to address their specific learning needs to ensure equitable educational outcomes.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children significantly impact their learning, resulting in repeated catch-up efforts to reach parity with their peers. This highlights the need for targeted interventions to support these vulnerable students effectively.
6	A considerable proportion of pupil premium (PP) students also have special educational needs and disabilities (SEND). This dual disadvantage often results in difficulties when embedding new knowledge and skills. These pupils frequently struggle to generalise their learning across various contexts, leading to insecure foundational skills. Such challenges necessitate consistent repetition and reinforcement to achieve success. It is important to implement tailored strategies to effectively support these learners, ensuring their needs are met and promoting equitable opportunities for academic success.

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 eligible for Pupil Premium within the EYFS will demonstrate rapid progress across all developmental areas. There will be an improvement in communication and language skills, particularly through the enhancement of oral language and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">• Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.• Modelling high quality spoken language by all adults will be evident throughout school. Adults presenting their speech as a model will provide children with examples of high quality oracy.• Increased opportunities to model oracy, deepen language skills and acquisition alongside improving active listening will be evident throughout the curriculum.• Improved early language skills.• A higher proportion of children achieving a Good Level of Development in 2026, as compared to previous years.• Children leave reception 'year 1 ready' reading books at an age appropriate level.• Phonics progress is sustained throughout the year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, we aim to cultivate positive relationships among peers. By addressing the challenges and removing barriers pupils will be better prepared to learn and thrive within the school environment.	<ul style="list-style-type: none">• Positive peer relationships will be evident during playtimes and lunchtimes with less instances of conflict between peers.• Children will have the skills to cope with and resolve conflict appropriately.• Sustained high levels of wellbeing will be evidenced through qualitative data from student voice, parent questionnaires, and teacher observations.

	<ul style="list-style-type: none"> • Increased enrichment opportunities, particularly through trips and experiences for disadvantaged pupils. • Lesson observations will reflect pupils' positive attitudes towards learning. • Nurture groups across KS1 and KS2 will be established, embedding nurture principles throughout the school. • By removing barriers to learning, pupils will make progress from their starting points ensuring they are prepared for subsequent educational stages.
Pupils eligible for Pupil Premium in Key Stage 1 will demonstrate rapid progress in early reading development (phonics), resulting in improved equitable educational outcomes by the end of the academic year.	<ul style="list-style-type: none"> • In 2026, the percentage of PP pupils meeting the expected standard in phonics demonstrates a measurable improvement. • Phonics progression will be evident for all pupils throughout the academic year, ensuring consistency in learning. • Assessments will be conducted accurately, providing essential data to effectively plan tailored interventions. • The impact of phonics interventions will be frequently reviewed to show impact. • The DfE accredited systematic synthetic phonics programme, Little Wandle, will be thoroughly embedded in practice.
To provide children with high-quality feedback, ensuring progress in lessons. Children will have clarity on their strengths and next steps, with feedback having a direct impact on pupil progress and enhancing their overall learning experience.	<ul style="list-style-type: none"> • Increased proportions of pupils achieving Age-Related Expectations throughout the school. • Lesson observations will consistently demonstrate high quality teaching. • Early identification of pupils experiencing difficulty grasping particular concepts or knowledge will result in swift support to reinforce and consolidate learning. • The strategic deployment of support staff will directly influence positive outcomes for pupils.

Reduce the number of persistent absentees, ensuring that disadvantaged pupils' attendance aligns with that of their non-disadvantaged peers.	<ul style="list-style-type: none"> • % of persistent absentees is at least in line with National Average. • There are increased attendance rates for Pupil Premium children.
To enhance outcomes for pupils eligible for Pupil Premium with SEND by embedding new knowledge and skills, enabling generalisation across contexts to strengthen foundational skills and improve overall progress and attainment.	<ul style="list-style-type: none"> • Increased proportions of pupils reach age-related expectations (ARE) in English and Maths across the school. • Pupils foundational skills are firmly secured before moving onto next steps. • Lesson observations will consistently demonstrate effective staff deployment tailored to individual needs, as detailed in SEN support plans. • Teachers are confident identifying small steps in learning ensuring meaningful learning. This will be evidenced through pupils' achievements linked to specific individual gaps in knowledge. • Well-deployed support staff will positively impact outcomes and foster pupils' independence.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Deliver CPD and language interventions.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 3 6
<p>Embed Little Wandle Phonics (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Ensure ongoing professional development for teachers and support staff.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 3 6
<p>Deliver interventions that focus on reading comprehension from the early stages of blank level questioning progressing to written comprehension.</p> <p>CPD for all staff and purchase recourse to support the delivery of interventions including rapid catch up.</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the</p>	1,2, 3 6

	<p>necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>All staff to be trained in Team Teach (re-accreditation) and de-escalation approaches to support positive relationships/</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 6
<p>All staff to complete theraplay introductory training with 12 staff to complete to intervention level.</p> <p>All staff to complete pillars of play training.</p> <p>Staff will implement strategies which are appropriate to their cohorts/groups following training.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 6
<p>4 teaching staff, 1 teacher and 2 SENDCO to complete nurture training (nurtureuk).</p>	<p>The Education Endowment Foundation's Toolkit, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision:</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average</p>	2, 6

	<p>around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary School.</p>	
<p>Ongoing Little Wandle CPD to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p><u>EEF toolkit: Phonics - additional 4 month progress.</u></p>	<p>1,2, 3 6</p>
<p>A robust cycle of professional development linked to SEND delivered by a range of professionals including an educational psychologist to upskill staff enabling them to provide high quality support and intervention.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly</p>	<p>1,2, 3 6</p>

	<p>specified approach which teaching assistants have been trained to deliver.</p> <p><u>EEF toolkit: Teaching Assistant interventions - additional +4 month progress.</u></p>	
--	---	--

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

Budgeted cost: £ 87,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased support from the EWEL team 1 day per week.	<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><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	2
A KS1 and KS2 nurture intervention group will be established and run for 2hoursx3times a week throughout the academic year	<p>The Education Endowment Foundation's Toolkit, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision:</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	2, 6

	Approaches have been found to be effective from nursery to secondary School.	
1:1 tuition in English and Maths to secure foundational knowledge.	<p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p><u>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</u></p>	1, 3 6
Basic skills intervention.	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><u>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</u></p>	1, 3 6
KS1 pupils to access Lexia and meet the recommended usage weekly. KS2 identified pupils to use Lexia as an intervention.	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs</p> <p>EEF research suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p>EEF Lexia Reading Core5 <u>Lexia Reading Core5® EEF</u> <u>educationendowmentfoundation.org.uk</u></p>	6 3

<p>To prevent pupils from falling behind by introducing keep up phonic sessions in addition to dedicated daily sessions.</p>	<p>Evidence overall suggests that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><u>EEF- Teaching and Learning Toolkit</u> <u>Phonics</u> <u>Phonics EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>1, 3 6</p>
<p>To increase opportunities for reading outside of the school day inviting EYFS/KS1 pupils to attend for 30 minutes each morning for 'Breakfast with a Book'. Children will read 1:1 with an adult and can access additional reading opportunities.</p>	<p>Research suggests the average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. Evidence suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision</p> <p><u>EEF Teaching and Learning Toolkit</u> <u>Extending school time</u> <u>Extending school time EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>1, 3 6</p>
<p>Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Blast/drawing club).</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>EEF Teaching and Learning Toolkit</u> <u>Oral language interventions Toolkit</u> <u>Strand Education Endowment</u> <u>Foundation EEF</u></p>	<p>1</p>
<p>Provision to enable small group tuition in English and Maths.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this</p>	

	<p>impact. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skill</p> <p>EEF Teaching and Learning Toolkit</p> <p><u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u></p>	
<p>Teaching assistants will be deployed effectively and deliver structured interventions responsive to ongoing pupil need directed by the class teacher. Including: precision teaching, reading comprehension strategies, phonics. SALT supported by other professional input in the development of individual programmes.</p> <p>High skilled TA's to support where appropriate in collaboration with class teachers/other professionals overlearning, repetition, pre/post teaching, scaffolding and chunking of tasks.</p> <p>CPD will be carefully planned to ensure TAs have a high level of expertise and ongoing development is a key priority.</p>	<p>EEF suggests that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants</p> <p><u>EEF- Teaching Assistant Intervention</u></p> <p><u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>EEF Making the Best use of Teaching Assistants</u></p>	1, 3, 4, 6

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £ 28, 664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA's to have specific time set aside to support children with challenging behaviour including support soft starts to the school day.</p> <p>Relax kids CPD and intervention.</p> <p>Purchase resources for sensory areas.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><u>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</u></p>	2, 5
<p>Continue to employ A star attendance to support to monitor and implement strategies to improve attendance including carry out home visits.</p>	<p>School attendance data improved when the A Star Attendance team were first employed. Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><u>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</u></p>	5
<p>To ensure all pupils have access to a well-rounded, culturally rich education through careful planning enrichment opportunities including trips, visitor and other enrichment experiences.</p>	<p>Research suggests that many think enrichment approaches can directly improve pupils' attainment. The EEF believe that enriching education has intrinsic benefits</p> <p>EEF: <u>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</u></p>	1
<p>To increase the use of outside agencies to ensure pupils needs are comprehensively</p>	<p>The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH 2015) focuses on greater co-operation between services and families to help identify</p>	

understood ensuring provision is appropriate, relevant and impacts positively on pupil outcomes.	and support children, young people with SEND and their families. It provides a greater emphasis on the importance of outcomes which can help make a difference to children, young people and families. EPs play an important role in providing support to the CYP, their parent/carer and the education setting	
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified but may be significant in nature.	

Total budgeted cost: £ 139, 040

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. 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 also carefully considered the activity undertaken that had a positive impact greater than we initially anticipated.

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. Including considering the rise in child poverty.

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.

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 2024/2025 academic year.

2024/2025 Outcomes

EYFS

50.0% of the school's Disadvantaged cohort achieved a good level of development, 7 - out of 14. This is 21.3% - the national Non-Disadvantaged cohort at 71.3%. This is an increase from the previous year where 33.3% of the school's Disadvantaged cohort achieved a good level of development. This is 37.1% - the national Non-Disadvantaged cohort at 70.4%.

Phonics

33.3% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 12. This is 50.0% lower than the national Non-Disadvantaged cohort at 83.3%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 6.5% from -43.5% in 2023/24, to -50.0% in 2024/25. The Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 6.7% from 40.0% in 2023/24, to 33.3% in 2024/25.

12.5% of the school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupils out of 8. This is 41.3% lower than the national Non Disadvantaged cohort at 53.8%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 3.3% from -38.0% in 2023/24, to -41.3% in 2024/25. The Year 2 Disadvantaged cohort's Phonics Expected Standard has decreased by 7.5% from 20.0% in 2023/24, to 12.5% in 2024/25.

End of Key Stage 2

33.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 5 pupils out of 15. This is 36.2% lower than the national Non-Disadvantaged cohort at 69.5%. The school's gap to Non-disadvantaged pupils nationally has decreased by 23.3% from -12.9% in 2023/24, to -36.2% in 2024/25. The Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 21.2% from 54.5% in 2023/24, to 33.3% in 2024/25.

60.0% of the school's Disadvantaged cohort achieved the expected standard in Reading, 9 pupils out of 15. This is 21.2% lower than the national Non-Disadvantaged cohort at 81.2%.

The school's gap to Non-Disadvantaged pupils nationally has decreased by 14.2% from -7.0% in 2023/24, to -21.2% in 2024/25. The Disadvantaged cohort's Reading Expected Standard has decreased by 12.7% from 72.7% in 2023/24, to 60.0% in 2024/25.

53.3% of the school's Disadvantaged cohort achieved the expected standard in Writing, 8 pupils out of 15. This is 25.3% lower than the national Non-Disadvantaged cohort at 78.6%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 29.5% from +4.2% in 2023/24, to -25.3% in 2024/25. The Disadvantaged cohort's Writing Expected Standard has decreased by 28.5% from 81.8% in 2023/24, to 53.3% in 2024/25.

33.3% of the school's Disadvantaged cohort achieved the expected standard in Maths, 5 pupils out of 15. This is 47.5% lower than the national Non-Disadvantaged cohort at 80.8%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 22.6% from -24.9% in 2023/24, to -47.5% in 2024/25. The Disadvantaged cohort's Maths Expected Standard has decreased by 21.2% from 54.5% in 2023/24, to 33.3% in 2024/25.

Attendance

Overall Absence of 7.1%. This is 2.9% higher than the national Non-Disadvantaged cohort at 4.2%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 2.6% from +5.5% in 2023/24, to +2.9% in 2024/25. The Disadvantaged cohort's Overall Absence has decreased by 2.8% from 9.9% in 2023/24, to 7.1% in 2024/25.

Teaching Strategies

The implementation of targeted teaching strategies for pupils eligible for the pupil premium in England is vital for enhancing educational outcomes. Recent changes in the teaching of reading across the school have demonstrated a significant positive impact on pupil progress at all key stages. Specifically, embedding Little Wandle validated systematic synthetic phonics programme for early reading which has contributed to improved literacy skills in our younger learners. We have extended our phonics provision into lower KS2.

In Key Stage 2, the focus on whole-class reading instruction and the explicit teaching of comprehension skills, combined with an emphasis on vocabulary development, has further supported pupil progress. This integrated approach ensures that reading skills are being progressively developed across all year groups, fostering a robust foundation for further learning.

We have initiated enhancements to our writing curriculum. By diversifying the selection of texts used and prioritising foundational skills, we are witnessing a tangible and positive impact on pupils' writing proficiency. Overall, these strategies reflect a commitment to addressing the

specific needs of pupil premium students, thereby promoting equity in educational opportunities and outcomes throughout the school.

Targeted Intervention

The targeted intervention for pupils eligible for the Pupil Premium has had positive outcomes, particularly for those identified as requiring one-to-one tuition and small group tuition throughout the academic year. We have focussed on addressing foundational skills that ensure pupils have secure foundations to build on. These pupils have shown good progress from their initially low starting points, with individual achievements evident despite overall low literacy attainment. Additionally, our innovative "Breakfast with a Book" initiative continues to be widely embraced by students, significantly enhancing both their reading development and their readiness to learn, thereby starting the day on a positive note.

46.5% of our Pupil Premium children also have special educational needs (SEN), necessitating bespoke provision tailored to their individual requirements. The targeted support for these pupils is robust, with smaller, measurable steps of progress evident in their learning journeys. Furthermore, Pupil Premium funding has been strategically allocated to enhance the wellbeing of all pupils and to introduce targeted interventions for those facing more complex needs.

We implement a range of targeted interventions focused on addressing concerns related to mental health and wellbeing, employing a tiered approach tailored to support pupils' diverse needs. Our commitment to meeting these needs is underpinned by ongoing collaboration with various services and professionals, including counselling and ongoing educational psychologist time, ensuring comprehensive advice and support. We prioritise robust Continuing Professional Development (CPD) for our staff, which ensures that the additional support provided to pupils is both effective and of the highest quality.

Wider Strategies

The implementation of Pupil Premium wider strategies within school has proven to be essential in fostering an inclusive and supportive educational environment for all pupils. Central to our approach is the continued use of Class Dojo, which serves as an effective platform for engaging parents in their children's education. Enhanced parental engagement is being further developed through initiatives such as stay and play sessions, pupil-parent workshops, and coffee mornings, all of which create meaningful opportunities for collaboration and communication between families and the school.

We are committed to ensuring that all pupils have access to a comprehensive curriculum that not only promotes academic attainment but also promotes cultural enrichment. We provide

pupils with a wide array of culturally rich experiences that significantly enhance the educational journey of our students. In recognition of the financial pressures that families may face, particularly in light of the ongoing cost of living crisis, our school actively subsidises the costs associated with school trips for all pupils, including those who qualify for Pupil Premium.

We also acknowledge that some families may require further assistance, particularly concerning uniform and food provisions. Consequently, we offer tailored support on an individual basis, considering the unique circumstances and additional pressures faced by families. Through these wider strategies, we aim to cultivate an environment that not only nurtures academic success but also prioritises the well-being and holistic development of every pupil, ensuring that they feel valued, supported, and ready to thrive both in school and beyond.

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 (optional)

--

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Summer 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		