

Pupil premium strategy statement 2025 / 2026



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	26 th September 2025
Date on which it will be reviewed	16 th July 2026
Statement authorised by	Governors
Pupil premium lead	Andy Renwick
Governor lead	Thomas Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178, 825
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£178, 825

Part A: Pupil premium strategy plan

Statement of intent

- To ensure our disadvantaged pupils achieve broadly in line with their peers in regards to:
 - Achieving a good level of development at the end of EYFS
 - Pass the Year 1 Phonics screening or catch up by the end of Year 2
 - Meet the required standard in Maths, Reading and Writing at the end of KS2
- To support and nurture those disadvantaged pupils with challenging home circumstances and meet their SEMH needs.
- To provide the disadvantaged pupils with a variety of life experiences by providing a broad, balanced and enriching curriculum, filled with opportunities to visit places of interest (locally and further afield), participate in workshops.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some children (bottom 20% particularly) not being heard read regularly at home</i>
2	<i>Social/emotional needs of some children as a consequence of challenging home circumstances</i>
3	<i>Restricted life experiences due to high levels of deprivation locally</i>
4	<i>High levels of PP pupils with SEND, including Speech and Language difficulties</i>
5	<i>Poor attendance rates of some PP pupils.</i>

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
Disadvantaged pupils perform broadly in line with their peers and at least 55% to reach a GLD by the end of EYFS.	End of year data
Disadvantaged pupils perform broadly in line with their peers and at least 80% to pass the Phonics screening at the end of Year 1	End of year data
Disadvantaged pupils perform broadly in line with their peers and at least 63% meet the required standard in Maths, Reading and Writing combined, by the end of KS2	End of year data

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: **£71, 371**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional adults deployed to EYFS and KS1 to provide robust teaching of phonics</i>	<i>Rapid progress of pupils taught the RWI scheme in the previous academic year, despite the pandemic.</i>	1, 2,
<i>Additional adults deployed to KS2 to deliver phonic programme to specifically identified children (bottom 20%, including PP pupils)</i>	<i>Rapid progress of pupils taught the RWI scheme in the previous academic year, despite the pandemic.</i>	1, 2

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

Budgeted cost: **£ 48, 650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support to deliver targeted phonics interventions for children in EYFS, Year 1 and Year 2</i>	<i>Rapid progress of identified pupils taught the RWI scheme in the previous academic year, despite the pandemic.</i>	1, 2
<i>In school speech and language intervention from a speech and language therapist</i>	<i>Children make good progress and come off case load. Alternatively, evidence is gathered and used towards obtaining an EHCP if appropriate.</i>	5
<i>External professionals delivering SEND interventions for specifically identified pupils (Ladywood Outreach)</i>	<i>PP pupils with SEND make progress as a consequence of the interventions.</i>	5
<i>CPD for classteachers to enhance SEND provision within classrooms.</i>	<i>PP pupils with SEND benefit from the practises implemented as a result of the training – visual timetables etc.</i>	5

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

Budgeted cost: **£ 58, 804**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School counsellor service for identified children with specific needs; bereavement</i>	<i>Positive impact on pupils worked with previously, reducing incidents of extreme behaviours and exclusions. Improved attitudes to learning from mentees.</i>	3
<i>Supplement costs of curriculum enhancement activities (workshops, trips) to make them more affordable/free for families.</i>	<i>Pupil voice indicates many pupils do not visit museums, theatres or other places of interest out of school but thoroughly enjoy going with school. Pupil voice feedback tells us that the children thoroughly enjoy trips – it makes them happy.</i>	4
<i>Supplement cost of running Breakfast Club to provide breakfast for children.</i>	<i>A number of children who attend would not otherwise have breakfast and be ready for learning without the club.</i>	3, 4

Total budgeted cost: £ 178, 825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		All Pupils		Disadvantaged Pupils	
GLD		60%		40%	
Year 1	Phonic Screening	82%		76%	
End of KS2 Assessments	Subject	All Pupils		Disadvantaged Pupils	
		Met Standard	Greater Depth	Met Standard	Greater Depth
	Maths	87%	13%	86%	14%
	Reading	83%	27%	82%	32%
	Writing	70%	10%	68%	5%
	Combined	67%	0%	68%	0%