

# Pupil premium strategy statement – Priorswood Primary School 2025 - 2028

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	188 (209 including nursery)
Proportion (%) of pupil premium eligible pupils	68 (36%)
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>	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carly Ellis
Pupil premium lead	Carly Ellis
Governor / Trustee lead	Sapphire Lynch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£99,400

# Part A: Pupil premium strategy plan

## Statement of intent

### **What are your ultimate objectives for your disadvantaged pupils?**

Our goal is to close, or at least significantly narrow, the attainment gap between disadvantaged pupils and their peers. We aim to:

- Foster strong parental engagement, particularly in supporting writing.
- Nurture a passion for learning across all subjects, ensuring pupils develop curiosity and confidence.
- Promote language, communication, and oracy skills, recognising these as fundamental to improving outcomes.
- Develop resilience and positive behaviour for learning, even where past or present trauma affects social, emotional, and mental health.
- Secure high attendance and punctuality, as these are essential for success.
- Guarantee access to a broad and rich curriculum, including cultural capital and enrichment opportunities.

Ultimately, we want every disadvantaged pupil to thrive academically, socially, and emotionally, leaving our school equipped for future success.

It is our intention that all members of the Priorswood community are well supported in all aspects of their lives, ensuring equitable opportunities for development and achievement. We actively prioritise children at risk of disadvantage, giving them excellent, wide-ranging educational experiences to maximise their chances of a successful, happy life.

### **How does your current pupil premium strategy plan work towards achieving those objectives?**

Our strategy is built on high-quality teaching and learning from Nursery through Year 6, supported by:

- A relentless focus on small steps that lead to mastery and fluency in reading, writing, and mathematics.
- Use of Question Level Analysis (QLAs) and other assessments to identify gaps and address them promptly.
- Extensive knowledge of each child's needs and family context, strengthened by active engagement with parents and access to statutory and voluntary services.
- Prioritising professional development for all staff, enabling them to deliver consistently excellent teaching and support both inside and outside the classroom.
- Targeted interventions and bespoke support, informed by academic and pastoral assessments, to close gaps in knowledge, cultural capital, and wellbeing.
- Prioritisation of disadvantaged pupils for after-school clubs and extra-curricular opportunities.

### **What are the key principles of your strategy plan?**

Our approach is underpinned by:

- The Cabot Learning Federation's vision to create lifelong opportunities for our students.
- Our school values of Courage, Respect, and Integrity.
- An inclusive approach that guarantees access to the breadth and richness of the curriculum for every child.
- A belief that language, communication, and oracy development, alongside a passion for reading, are fundamental to success.

- Recognition that staff expertise is critical, so we invest in continuous professional development to ensure high-quality teaching and learning for all.
- A research-informed approach, as demonstrated in our Pupil Premium Spend Strategy, with high-quality teaching at its heart.
- Data-led professional development and collective ownership, ensuring all staff have the highest expectations of every pupil.

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of attendance - our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 2024-25 PP attendance was 92.2% (NPP 98%). This is -0.3% on the previous year.
2	Historic and current paucity in levels of parental engagement/ support for learning at home/ low aspirations within the local community
3	Internal assessments indicate that writing among disadvantaged pupils has a gap on average of -14% against NPP. Year 2 PP has the smallest gap of -2% with the largest gaps in Year 1.
4	Underdeveloped oral language skills and vocabulary gaps amongst disadvantaged children
5	Gaps in children's learning due to the pandemic have affected children's academic progress and social well-being.
6	Trauma in children's lives and adult mental health: We know that there is a high proportion of parents managing significant mental health concerns. Mental ill health can adversely affect children and their readiness to learn.

## 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
Attainment gap between PPG children and others is closed or significantly narrowed, especially in writing	Children are close to or at national average at the end of the key stage. Reduce average gap (currently -14% against NPP).
Attendance of PPG children is at national average or above for all children	Improved attendance results in data being in line with the school average (96%)
Children's SEMH needs are met and behaviour for learning is good in every lesson every day	Low-level distractions are consistently reduced across all lessons, contributing to a calmer learning environment. Behaviour for learning demonstrates clear improvement, as evidenced through learning walks. Pupils'

	needs are met more effectively, resulting in less disruptive behaviour in class. Jigsaw sessions have a demonstrable positive impact on children's wellbeing, while values-based assemblies further reinforce positive attitudes and behaviours.
Improved oral language skills and vocabulary.	Vocabulary and sentence stems are consistently evident in both interactions with children and written records of learning. Assessments and observations demonstrate a marked improvement in oral language among disadvantaged pupils. This progress is corroborated through triangulation with multiple evidence sources, including lesson engagement, book scrutiny, and ongoing formative assessment.

## Activity in this academic year

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: £ £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and vocabulary training and planning support.	EEF findings +6 months. Very high impact for very low cost based on extensive evidence.	3,4,5
Oracy and language development for class teachers, including writing	Oral language interventions - high impact (+5 months) low cost (EEF)	3,4, 5
Curriculum, reading, <b>writing</b> and maths planning and in class support to provide high quality teaching and feedback.	EEF findings +6 months. Very high impact for very low cost based on extensive evidence. +6 months.	3,4, 5
ELSA	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	6, 5
School and Trust CPD programme	Low cost Mastery learning - high impact (5+ months) low cost Oral language	3,4, 5

	interventions - high impact (+5 months) low cost (EEF) Incremental Coaching and Mentoring Programme	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions - RWM but with focus on writing	Feedback - very high impact (+8 months) low cost (EEF) Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Within class attainment group - moderate impact (+3 months) very low cost (EEF) Small group tuition - moderate impact (+4 months) moderate cost (EEF)	3,4, 5
Small group and 1:1 interventions - including 3 in 3/whiteboard	Early years interventions - high impact (+ 5 months) very high cost (EEF)	3,4
Immediate catch-up intervention delivered by TA	Research shows that TAs delivering targeted support/interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four months' progress (EEF)	3,4, 5
Small group and 1:1 interventions – writing/EAL	Feedback - very high impact (+8 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF)	4, 5

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

Budgeted cost: £ 51,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate	6, 4, 5

	cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	
After school activities	Collaborative learning - high impact (+5 months) low cost (EEF)	1, 4, 5
Safeguarding and Pastoral Lead monitoring Attendance and Personal Development.	<p>Lead provides guidance and support to all families and shares updates with teaching team to support pupils with in-class approach. High proportion of families managing significant mental health concerns.</p> <p>Pastoral Lead employed to support with the following: - Providing support for families who may not be able to engage with education independently - Sharing information and wider services with relevant families and supporting engagement where necessary.</p> <p>Evidence indicates that pupils at PPS have parents who present higher proportion of the following compared to their peers: • Not free of parental mental health issues • Not free of a culture of worklessness • Not experiencing a healthy diet • Not experiencing regular sleep</p> <p>EEF Parental Engagement +4 months</p>	1, 2, 4, 6
Forest School	<p>Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world. Educational Endowment Fund Research:+ 4 months (Outdoor adventurous learning). Enriching education has instant benefits. All children, including those from disadvantaged backgrounds, deserve a broad culturally rich education. Anecdotal evidence indicates less participation and opportunity for enrichment opportunities beyond school that support cultural capital</p>	1, 4, 6, 5

**Total budgeted cost: £99,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Pupil Premium Review and Impact Report (2024–25)**

This report evaluates the performance of disadvantaged pupils during the academic year 2024–25, assesses progress against the intended outcomes of our current strategy, and reflects on the success of the previous three-year plan.

#### **Performance of Disadvantaged Pupils and Assessment Methods**

Performance was measured through statutory assessments, teacher judgments, and QLAs to monitor incremental progress. Attendance and engagement data were also reviewed. Outcomes indicate a mixed picture. In the Early Years Foundation Stage, only 17% of disadvantaged pupils achieved a Good Level of Development. Year 1 phonics results were low, with 36% of pupil premium children meeting the expected standard. At Key Stage 2, 60% of disadvantaged pupils achieved the expected standard in reading, while writing and maths were both at 40%, and combined Reading, Writing and Maths was also 40%. Teacher assessments show similar trends: Year 1 disadvantaged pupils achieved 38% in reading, 23% in writing, and 31% in maths. In contrast, Year 3 and Year 5 demonstrate stronger performance, particularly in maths, where Year 3 disadvantaged pupils reached 91% and Year 5 pupils outperformed their peers in both reading (86% vs 76%) and maths (86% vs 79%). Attendance remains a significant concern, with overall attendance at 90.1% and persistent absence at 41.8%.

#### **Progress Towards Intended Outcomes**

The strategy aimed to close attainment gaps, improve attendance, increase parental engagement, meet SEMH needs, and enhance oral language development. Progress is partial. Gains in reading and maths, particularly in upper Key Stage 2, indicate that some elements of the plan are working well. However, writing continues to be the weakest subject, especially in Year 1 and Year 6, where gaps remain substantial. Attendance targets have not been met, and persistent absence continues to hinder progress. Parental engagement strategies, such as knowledge organisers and reading logs, have had limited impact, particularly in early years. On a positive note, SEMH support through ELSA and Forest School has improved wellbeing and reduced low-level disruption, and oracy interventions are embedded, though vocabulary gaps persist in younger year groups.

#### **Analysis of Strategy Effectiveness**

High-quality teaching and CPD have had a clear impact, as evidenced by strong outcomes in Year 5. Targeted interventions, including small-group and one-to-one support, have been effective in Year 3 and Year 5. Wider strategies addressing SEMH needs have also been successful. However, attendance initiatives have not delivered the desired improvement and writing interventions have not accelerated progress as expected. Parental engagement remains an area requiring further development.

#### **Assessment of Previous Strategy Plan (2022–25)**

The previous three-year plan aimed to close attainment gaps in core subjects, improve attendance and parental engagement, and support SEMH needs. It achieved notable successes in raising attainment in reading and maths and embedding SEMH support. However, writing gaps remain significant, attendance is still below national expectations, and parental engagement has not improved consistently. While the previous plan delivered strong gains in some areas, writing and attendance will remain priorities in the next phase of the strategy.

