

# Pupil premium strategy statement – Adwick Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Daniel Dukes, principal
Pupil premium lead	Daniel Dukes, principal
Governor / Trustee lead	Stephen Kearney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,865
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£138,865

# Part A: Pupil premium strategy plan

## Statement of intent

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 to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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	<p>Communication &amp; Language Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have underdeveloped oral language skills, vocabulary gaps and language comprehension difficulties compared to non-disadvantaged pupils in our school. This is evident from Nursery through to KS2. This also impacts on other subjects, e.g. inference for reading and composition and effect for Writing, mainly due to a lack of a rich vocabulary.</p>
2	<p>Reading assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading fluency and reading comprehension than their peers (more PP than Non-PP below ARE). This also impacts on their enjoyment and progress in other subjects due to a lack of confidence in reading and understanding.</p>
3	<p>Progress</p> <p>Assessments show that disadvantaged pupils generally make less progress from their baseline/ Key Stage starting points in Reading, Writing &amp; Maths when entering school, compared to non-disadvantaged pupils. This trend is most notable in Reading outcomes at the end of KS2.</p>
4	<p>Attainment</p> <p>Internal and external (where available) assessment data evidence that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing &amp; Maths. This is also the case for Prime Areas in the Early Years.</p>
5	<p>Wellbeing</p> <p>Our behaviour monitoring, observations, and discussions with pupils and families demonstrate that disadvantaged pupils generally have greater difficulties managing their emotions and behaviours and expressing their needs than their peers. They often require additional support to develop their social and emotional skills, e.g. regulating their behaviour and socially interacting. This impacts on their behaviour and conduct and forming positive and meaningful friendships. Our safeguarding &amp; child protection records show that disadvantaged pupils have more involvement with external agencies (inc. social workers) than their peers.</p>
6	<p>Attitudes to learning/ learning behaviours</p>

	Our observations and discussions with pupils indicate that many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with tasks that challenge them; this is evident across the curriculum.
7	<p>Attendance &amp; punctuality</p> <p>Our attendance data, demonstrates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. However, lots of interventions and strategies were in place to avoid this. Punctuality has also dropped for many pupils since the start of the pandemic, particularly for disadvantaged pupils.</p>
8	<p>Wide, rich set of experiences</p> <p>Through observations and conversations with pupils and their families, disadvantaged pupils generally have fewer opportunities to explore and stretch their talents and interests out of school. Disadvantaged pupils are usually less likely to be equipped to access the full curriculum, e.g. P.E kits and funds for school visits.</p>

## 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
Improved oral language skills, vocabulary and language comprehension for disadvantaged pupils.	End of Early Years data evidences that the school's ARE attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed in Communication & Language and Comprehension. Where it has not, the school can evidence positive progress from on-entry baseline assessments in Communication & Language and Comprehension.
Improved early reading attainment for disadvantaged pupils.	End of Year 1 Phonics data evidences that the school's ARE attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed. Where it has not, the school can evidence positive progress from on-entry baseline assessments in Phonics.

Improved maths attainment for disadvantaged pupils at the end of KS2.	End of Key Stage 2 data evidences that the school's ARE+ attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed in Reading, Writing & Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupil voice demonstrates improved pupils' view regarding their wellbeing.</li> <li>• School records evidence that early help interventions and external agencies are involved with pupils and families, if deemed necessary.</li> </ul>
Improved metacognitive and self regulatory skills for disadvantaged pupils across all subjects.	Evidence from learning walks, work reviews and pupil conversations demonstrates that disadvantaged pupils are accessing learning that challenges them and are doing so with increased independence
To achieve and sustain improved attendance and punctuality for disadvantaged pupils.	<p>The absence rate for disadvantaged pupils is at least in-line with National figures. Where it is not it is improving and the gap to National is closing.</p> <p>The percentage of disadvantaged pupils who are persistently absent is reducing.</p>
All disadvantaged pupils have access to a wide, rich set of experiences.	<p>Disadvantaged pupils have access to PE kit to enable them to regularly engage in PE lessons.</p> <p>Disadvantaged pupils attend free school visits that are on offer to them.</p> <p>Disadvantaged pupils have the opportunity to attend heavily discounted residential.</p> <p>Disadvantaged pupils have the opportunity to learn to play a musical instrument during their time at the school.</p> <p>Disadvantaged pupils are prioritised to attend free extra-curricular clubs.</p> <p>Disadvantaged pupils have experience of representing the school in a pupil leadership role.</p>

## 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: £34,033.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase resources and fund ongoing staff training and release time to effectively deliver the NELI programme.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom practice and targeted support have a high impact: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to develop speech and language interventions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.	NELI is a <a href="#">Nuffield Foundation</a> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations have led to NELI being the most well-evidence early language programme available to schools in England.	1, 3, 4, 5
Coaching and mentoring for all EY staff from EY lead on embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.		1, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to effectively deliver the RWI programme	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> RWI is a DfE validated systematic, synthetic phonics programme.	2, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to effectively deliver the reading fluency and reciprocal reading programmes.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5
Coaching & mentoring for all staff on pedagogical	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects	2, 3, 4, 5

approaches and content knowledge.	has a significant impact on pupil outcomes: What-Makes-Great-TeachingREPORT.pdf (suttontrust.com)	
Creation of an additional Maths Middle Leader role to develop and improve maths teaching across the school in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance (including Teaching for Mastery training in Maths).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2, 3, 4, 5
Creation of a Literacy Teaching & Learning Lead at a senior level to up-skill middle leaders and teachers to develop and improve Literacy teaching across the school in line with EEF guidance.	The DfE non-statutory guidance has been produced for schools to meet existing expectations for teaching early reading: <a href="#">The Reading Framework: teaching the foundations of literacy</a>	1, 2, 3, 4, 5
Creation of an additional Literacy Middle Leader role to develop and improve maths teaching across the school in line with DfE and EEF guidance.	The EEF guidance for Early Years, Key Stage 1 and Key Stage 2 is based on a range of the best available evidence: <a href="#">Preparing for Literacy Improving Literacy in Key Stage 1</a> <a href="#">Improving Literacy in Key Stage 2</a>	
Purchase resources and fund ongoing staff training and release time to enhance our literacy teaching and curriculum planning in line with EEF guidance (including Teaching for Mastery training in Literacy).	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a> 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:	1, 2, 3, 4, 5

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<a href="#">Creation of an additional inclusion team, teaching and learning leader role to develop and improve provision for pupils with SEND in line with EEF guidance.</a>	<p>The EEF guidance is based on a range of the best available evidence to support pupils with SEND in mainstream schools:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1, 2, 3, 4, 5, 6, 7, 8, 9

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

Budgeted cost: £35859.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting targeted speech and language interventions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom practice and targeted support have a high impact:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Additional phonics sessions (group and 1-1) targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the RWI consultant.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p>
<p>Additional targeted reading interventions, based on 1-1 reading, fluency and reciprocal teaching (depending on need), for disadvantaged pupils who need additional help to read fluently, comprehend texts and address vocabulary gaps.</p>	<p>Ensuring every child has the necessary skills that they need to read, is an essential component of literacy education. It enables children to not only learn across the curriculum, but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p> <p>Teaching children to read is complex and encompasses a range of skills, such as word decoding, comprehension and fluency.</p> <p><a href="#">Why focus on Reading Fluency? EEF</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	<p>1, 2, 3, 4, 5</p>

	<p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p> <p><a href="#">Reciprocal Reading EEF</a></p>	
<p>Targeted maths interventions, based on critical skills and knowledge in Number &amp; Place Value and Number Facts (depending on need), for disadvantaged pupils who need additional help to develop fluency in maths.</p>	<p>One of the three aims of the new curriculum states that pupils (of all ages, not just primary children) will: become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</p> <p><a href="#">Developing Number Fluency - What, Why and How - NRICH</a></p>	
<p>Targeted same day mathematics interventions for disadvantaged pupils who need additional help to grasp critical skills in preparation for next steps in learning</p>	<p>Same Day Intervention (SDI) is designed to increase pupils' attainment across all age groups and provide targeted support so that all pupils attain a level of understanding.</p> <p><a href="#">Same Day Intervention EEF</a></p>	3, 4, 5
<p>Targeted next day writing interventions for disadvantaged pupils who need additional help to grasp critical skills.</p>		1, 3, 4, 5,

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

Budgeted cost: £77,404.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide family support to improve the wellbeing for pupils, particularly those who are at risk of family conflict, social worker involvement or on the edge of care.</p>	<p>Children, who have needed a social worker, do significantly worse than others at all stages of education. Those on a Child in Need Plan or Child Protection Plan are almost as likely to do as poorly as Looked After Children.</p> <p><a href="#">Help, protection, education: concluding the Children in Need review DfE</a></p>	<p>6, 7</p>
<p>Whole staff training and development on behaviour management approaches, programmes and interventions with the aim of embedding our school values and improving behaviour across school, to enable all pupils to access their learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Whilst most pupils in most lessons are well behaved, research states that it is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class.</p> <p><a href="#">Improving behaviour in schools</a></p>	<p>5</p>
<p>Develop disadvantaged pupils' cultural capital through providing cultural experiences.</p>	<p>The Education Endowment Foundation (EEF) has published the early emerging findings of their Big Lockdown Learning Parent Survey, which is collecting responses from around 1,240 parents whose children attend 75 primary schools participating in the study. The survey has been asking what additional formal activities children have been participating in beyond those set by schools, such as instrumental or drama classes. They found that only 2% of children eligible for Free School Meals (FSM), compared to 11% of those not eligible for FSM, have participated in a private lesson for</p>	<p>All</p>

	<p>extra-curricular activities, such as a piano lesson. Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extra-curricular lesson, for example a drama class.</p> <p><a href="#">Cultural Learning Alliance A New Direction</a></p>	
<p>Assigning attendance officers to improve attendance and punctuality.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance DfE</a></p>	10

**Total budgeted cost: £147,363.34**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

#### Key Stage 2 Adwick

##### Reading

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>107</b>	<b>79%</b>	<b>44%</b>	<b>74%</b>	<b>75%</b>
PP (18)	38%	106	78%	39%	62%	63%
Not PP (30)	63%	107	80%	47%	80%	81%

##### Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
<b>All pupils (48)</b>	<b>100%</b>	<b>85%</b>	<b>17%</b>	<b>69%</b>	<b>6%</b>	<b>8%</b>	<b>0%</b>	<b>73%</b>	<b>72%</b>
PP (18)	38%	89%	11%	78%	0%	11%	0%	60%	59%
Not PP (30)	63%	83%	20%	63%	10%	7%	0%	81%	78%

##### Maths

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>106</b>	<b>88%</b>	<b>23%</b>	<b>75%</b>	<b>74%</b>
PP (18)	38%	105	89%	17%	63%	61%
Not PP (30)	63%	106	87%	27%	82%	80%

##### Grammar, punctuation and spelling

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>108</b>	<b>88%</b>	<b>44%</b>	<b>68%</b>	<b>73%</b>
PP (18)	38%	106	83%	39%	55%	60%
Not PP (30)	63%	110	90%	47%	75%	79%

##### Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>79%</b>	<b>10%</b>	<b>62%</b>	<b>62%</b>
PP (18)	38%	78%	6%	49%	47%
Not PP (30)	63%	80%	13%	71%	69%

The LA's data demonstrates that our KS2 disadvantaged outcomes were between 16-29% higher than the national average. Our disadvantaged pupils outperformed non-disadvantaged pupils in writing and maths.

## Early Years

Adwick

	% of cohort	GLD 2025	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2024	GLD 2023
<b>All pupils (46)</b>	<b>100%</b>	<b>72%</b>	<b>72%</b>	<b>13.9</b>	<b>68%</b>	<b>68%</b>	<b>66%</b>	<b>51%</b>
PP (5)	11%	40%	40%	7.0	54%	51%	44%	13%
Not PP (41)	89%	76%	76%	14.8	71%	72%	71%	57%

The LA's provisional data demonstrates that our EYFS pupil premium outcomes have decreased when compared to the previous year's outcomes. Whilst they were 11% below the national average. Internal data shows significant progress for our pupil premium pupils when compared to their low starting points. The disadvantaged pupil groups were small (7 pupils) so each pupil was worth a large percentage (14.2%).

## Phonics

Adwick

### Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2024	Wa 2023	GLD 2024
<b>All pupils (44)</b>	<b>100%</b>	<b>89%</b>	<b>35.1</b>	<b>80%</b>	<b>80%</b>	<b>78%</b>	<b>88%</b>	<b>66%</b>
PP (8)	18%	75%	35.4	69%	67%	67%	67%	44%
Not PP (35)	80%	91%	34.9	84%	84%	81%	91%	71%

### Year 2 (re-sits only)

	% of cohort	Wa	Mark	LA	England	Wa 2024	Wa 2023
<b>All pupils (11)</b>	<b>100%</b>	<b>73%</b>	<b>34.7</b>	<b>49%</b>	<b>51%</b>	<b>67%</b>	<b>50%</b>
PP (6)	55%	67%	34.0	46%	44%	100%	50%
Not PP (5)	45%	80%	35.5	50%	54%	33%	50%

The LA's data demonstrates that our pupil premium outcomes are above the national average in Year 1. Year 2 resits were significantly higher than the national average by 21%.

## 24/25 MTC

50% of pupil premium pupils scored 25/25 and all pupil premium pupils had an average score of 22/25, which is above national average for 'all' groups.

Our evaluation of the approaches delivered last academic year indicates that targeted interventions in all key stages were effective in the pupils making accelerated progress through the year to achieve outcomes that were mostly above national averages.



## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle
Accelerated Reader	Renaissance
Power Maths (White Rose edition)	Pearson
I am a Clever Writer	I am a Clever Writer
Reading Plus	DreamBox Learning
Boxall Profile	Boxall Profile