Reviewed October 2026

Pupil premium strategy statement – Etwall 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 the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	15% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	27th November 2024. Reviewed October 2026
Date on which it will be reviewed	Annually in October
Statement authorised by	Sarah Bentley
Pupil premium lead	Sarah Giles
Governor / Trustee lead	*Aileen Evans*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,310
Pupil premium funding carried forward from previous years	£0
Additional School Budget Allocation	£17,871
Total budget for this academic year	**£94,181**

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Part A: Pupil Premium Strategy Plan

Statement of intent

At Etwall Primary School we passionately believe that, as staff and children we should have high aspirations and ambitions for all, no matter what the background. We strongly believe that a pupil's thirst for knowledge and enjoyment, as well as commitment and hard work, makes the greatest impact on a child's learning.

Our aim as a school is to close the gap in attainment between disadvantaged and non-disadvantaged pupils, working towards a proportional representation in achievement at the end of Key Stage 2 at both expected and greater depth.

We aim to ensure that all children can experience a broad and balanced education, removing any barriers to learning where possible. The education at Etwall Primary School is centred around a high-quality teacher-first approach, which has been guided by assessment to ensure that children do not fall behind.

The broad and balanced curriculum will provide rich experiences for all and will enable strengths to be identified and encouraged.

We aim to provide provision for children based on the needs and strengths of each young person so relative skills and experiences are offered. This will be evidenced both formally and informally and reviewed each year.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches such as high-quality teaching; therefore, outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Phonics** Observations in EYFS phonics sessions indicate that our disadvantaged pupils have greater difficulties in phonics than non-disadvantaged pupils. Outcomes in Y1 phonics screening test confirm that disadvantaged pupils do not achieve as well as non-disadvantaged pupils.
2	**Attainment** Our data indicates that outcomes in reading, writing and maths are comparatively lower in children eligible for pupil premium funding than children who are not eligible. This is particularly evident in KS1.
3	**Attendance** Attendance percentages for 23/24 was 93.8% for disadvantaged pupils compared to 95.8% for non-disadvantaged pupils. This difference was the same in 22/23 demonstrating that attendance is consistently lower for disadvantaged pupils.
4	**Enrichment** Analysis of after-school extracurricular activities indicates that children who are disadvantaged do not take up places in clubs after school. Questionnaires suggest that they are interested but are not proportionately represented. Financial barriers are evident for many of our pupils who are disadvantaged.
5	**Social and Emotional Needs** Observations show that disadvantaged children have varying levels of social and emotional needs. For some children eligible for service premium, this is due to parents being absent for long periods whilst in service. Higher levels of anxiety and low confidence can sometimes lead to disruption or disengagement in learning. This can lead to lower outcomes in learning.
6	**SEND** As of October 2026, 40% of disadvantaged pupils at Etwall Primary School (20 out of 50 pupils) are also identified as having SEND. This reflects the significant overlap between disadvantage and additional needs seen nationally. Recent Department for Education statistics show that 39.8% of pupils receiving SEN Support and 45.3% of pupils with an Education, Health and Care Plan are eligible for free school meals, compared to 22.7% of pupils without SEND. Whilst these measures are not directly comparable, they demonstrate the strong national association between disadvantage and SEND

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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
Improved attainment in phonics at the end of EYFS and in Y1 Phonics Screening Check	EYFS phonics assessments and trackers will identify any children struggling with phonics and early intervention will be deployed. Disadvantaged pupils will attain similar levels in phonics as their peers at the end of EYFS. 2023/24 – average difference = 9 points **Targets** 24/25 – average difference <7 points 25/26 – average difference < 5 points 26/27 – average difference < 3 points **Review Oct 2026** Observations in EYFS phonics sessions indicate that our disadvantaged pupils have greater difficulties in phonics than non-disadvantaged pupils. Outcomes in Y1 phonics screening test confirm that disadvantaged pupils do not achieve as well as non-disadvantaged pupils. EYFS phonics assessments and trackers will identify any children struggling with phonics and early intervention will be deployed. Disadvantaged pupils will attain similar levels in phonics as their peers at the end of EYFS. Y1 Phonics Screening Check (PSC) outcomes in June 2026 will show that the gap between the average score of disadvantaged children and non-disadvantaged children will be closing. **IMPACT - EYFS** Only 1 pupil is disadvantaged in EYFS. Average of 2.0. 100% of PP children have all GPCs, decodable words, tricky words, adjacent consonants, long words and automaticity. PP is doing better than not PP. **Y1** 25/26 – average difference < 5 points Average score of 29 for PP children Average score of 35 for not PP children Average difference is 6 points which is close to the target of < 5 points
Improved attainment in Reading, Writing and Maths for	Outcomes from internal assessments and end of KS1 tests will show an increase in attainment for disadvantaged pupils with the gap closing between Disadvantaged and Non-Disadvantaged

disadvantaged pupils in KS1	Improved outcomes in spelling will positively impact writing attainment data. **<u>Review Oct 2026</u>** Outcomes from internal assessments and end of KS1 tests will show an increase in attainment for disadvantaged pupils with the gap closing between Disadvantaged and Non-Disadvantaged Improved outcomes in spelling will positively impact writing attainment data. **IMPACT** 15 pupils in years 1 and 2 of which 9 are also SEND (60% are SEND). Attainment overview for all PP children in KS1 main assessment is ARE+: Reading: 40% Writing: 20% Maths: 26% But progress over the year for PP children is better: Reading: (Achieving expected or above expected progress) 100% Average + 0.5 Writing: (Achieving expected or above expected progress) 93% Average +0.1 Maths: (Achieving expected or above expected progress) 94% Average +0.2 So it is slowly closing.
Attendance for disadvantaged children is in line with that of their peers	Attendance gap closes over the next 3 years so that by July 2027, it is in line with attendance for non-disadvantaged pupils. 2023/24 – 2% points lower (93.8% comp. 95.8%) **Targets** July 2025 – within 1.5% points July 2026 – within 1% points July 2027 – within 0.5% points **<u>Review Oct 2026 compared to National Average (DFE data)</u>** **IMPACT**

	PP = 92.5% Not PP = 96.2% = 3.7% difference **Department for Education data up to 11th of June 2026 (updated DFE data has not yet been released yet)** puts PP attendance in decile 5 which is the top 40%-50% of schools nationally. We have a high percentage of PP children who are also SEND. The overall attendance for PP and SEND together is 92.8% which is in decile 3 of the top 20%-30% of schools nationally. Pupils with SEND support, attendance is 94.8% which is decile 3 of the top 20%-30% of schools nationally. **Local Authority comparison:** Attendance for PP of 92.5% ranks the school **191st out of 352 schools.** The overall attendance for PP and SEND together is 92.8% which ranks us **139th out of 352 schools**. Pupils with SEND support attendance is 94.9% which ranks us **120th out of 352 schools.**
Disadvantaged pupils will experience the same enriching activities as other pupils	90% disadvantaged pupils who want to attend a club will have attended for at least one term per year and disadvantaged pupils will be proportionally represented in all clubs and enrichment activities. **Review Oct 2026** To maximise participation and remove barriers to access, a range of clubs are offered at lunchtime, ensuring Pupil Premium pupils can take part regardless of transport or family commitments. Pupil Premium pupils are also actively encouraged to engage in leadership and enrichment opportunities across the school. Currently, 50% of Anti-Stigma Ambassadors are Pupil Premium pupils, demonstrating strong representation in pupil voice and wellbeing initiatives. Engagement in targeted after-school clubs is also high, with 80% of pupils attending the Year 3/4 Bags of Character club and 75% participating in Numbots, supporting both personal development and academic progress There needs to be a continued focus on roles and activities being aimed at the inclusion of PP children in school next year.

	Disadvantaged pupils will be proportionately represented in curriculum trips and educational visits. No disadvantaged pupil will be prevented from participating because of financial hardship. Uptake and financial assistance will be reviewed termly.
Wellbeing and social/emotional skills will be improved for all pupils and particularly for those who are disadvantaged	Teacher and pupil surveys will evidence higher levels of wellbeing and increased resilience leading to improved engagement in learning. **Review Oct 2026** 71% of Pupil Premium children have accessed support from the school's ELSA or Family Support Worker. Support has included informal drop-in sessions where pupils seek immediate emotional support for concerns such as friendships, family changes, separation, bereavement and home life. Pupils have also received guidance around worries and age-appropriate questions, including puberty and relationships. Where needs are more complex, families have been supported through referrals to external agencies, including You and Me counselling, Umbrella. In addition, targeted six-week ELSA interventions have been delivered for identified pupils.

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: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 'blending groups to be put in place to target PP children who cannot blend.	Additional blending groups will be implemented for Pupil Premium pupils who are not yet able to blend phonemes successfully. This targeted intervention is supported by EEF evidence which shows that phonics approaches can lead to approximately five months of additional progress, with strong evidence supporting delivery through small-group and one-to-one sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Whole-staff CPD in the teaching of	*Key stage 2 focus. Provide staff development on modelling the writing process, explicit teaching of spelling,*	1, 2, 6

writing will be provided for teachers and teaching assistants. This is supported by EEF evidence that high-quality professional development is an effective means of improving teaching quality and pupil outcomes	*grammar and punctuation, and how to support planning, drafting, revising and editing. Follow up coaching will help staff apply this consistently in lessons.* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2* *EYFS/KS1 focus. Provide professional development on the evidence-informed foundations of early writing, including oral language, vocabulary development, fine and gross motor skills, transcription and sentence composition.* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1* *Train teaching assistants in supporting writing. Training should include using a least to most support approach to promote independence, applying task analysis to break writing into manageable steps, and gradually removing scaffolds so pupils develop confidence, independence and success in writing.* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development*	
Improved transcription practice. *Teachers will build in regular practice for handwriting, spelling and sentence construction so pupils can write more fluently. Support will be adapted for pupils whose transcription skills limit the quality of their writing.*	*The Education Endowment Foundation (EEF) highlights the importance of explicitly teaching transcription skills, including handwriting, spelling and sentence construction, to enable pupils to write fluently and effectively. Fluent transcription reduces the cognitive load associated with writing, allowing pupils to focus on composition and the communication of ideas. Regular, structured practice of these skills, alongside targeted support for pupils who experience difficulties with transcription, is therefore likely to improve writing quality and outcomes, particularly for disadvantaged pupils who may require additional scaffolding to develop automaticity in these foundational skills. Based on EEF literacy guidance, improving the teaching and practice of transcription supports pupils to become more confident and successful writers* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2, 6
Target support for weaker writers. Use assessment	Targeted support for disadvantaged pupils identified as weaker writers through a graduated, small-steps approach. Assessment information will be used to identify	1,2,6

information to identify pupils who need additional help and provide support through a small steps approach. Training for all staff on effective adaptations in lessons, through the use of EEF and shared good practice. Scaffolding will be matched to need and reviewed to check that adaptations are supporting learning.	barriers to writing and inform targeted interventions and classroom adaptations. All teachers and teaching assistants will receive training on evidence-informed adaptive teaching strategies, drawing on EEF guidance and effective practice within school. Scaffolds and adaptations will be carefully matched to pupils' needs and reviewed regularly to ensure they are supporting independence, engagement and progress in writing. Evidence from the Education Endowment Foundation's *Improving Literacy in Key Stage 2* guidance report highlights the importance of using assessment information to identify pupils who require additional support and providing targeted instruction that is carefully matched to pupils' needs. The EEF recommends breaking learning into manageable steps and using scaffolding to support pupils in accessing writing tasks, with support reviewed and gradually removed as pupils gain independence. High-quality adaptive teaching, supported through effective staff professional development, is particularly important in improving outcomes for disadvantaged pupils. This approach aims to ensure that barriers to writing are identified early, support is precisely targeted, and adaptations effectively accelerate progress in writing. Improving Literacy in Key Stage 2 | EEF	
Additional teacher for maths teaching across KS2. Teach maths in single-age groups to ensure that maths can be taught in a progressive sequence of learning, building on the skills of the previous year group. Additional teaching capacity in Key Stage 1 will enable single-age teaching groups, allowing teachers	This approach ensures that KS2 children are taught in single age classes for maths. It has the added benefit of making class sizes smaller for groups of children and allows for higher level teaching assistant interventions to support children on a highly personalised basis. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching *'It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.'* *The EEF reports that small group tuition can lead to an average of four additional months' progress over the course of a year and is most effective when targeted to pupils' specific needs. The deployment of an additional teacher in Key Stage 1 will enable more precisely targeted teaching and intervention through single-age groupings, supporting improved outcomes for disadvantaged pupils*	1, 2, 6

to tailor learning more effectively, identify misconceptions quickly and provide targeted support to improve outcomes for disadvantaged pupils.		

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

Budgeted cost: **£10,947**

	Evidence that supports this approach	Challenge number(s) addressed
lum to scaffold writing for luding sentence frames, ce cognitive load, support deas in writing. Training will are used consistently and pendence and successful	Implement and embed the use of Widgit visual supports to scaffold writing for disadvantaged pupils, including sentence frames, vocabulary banks, planning templates and communication boards. These tools will be used to reduce cognitive load, support vocabulary development and help pupils organise and communicate their ideas effectively. Staff will receive training to ensure scaffolds are matched to individual needs and used as temporary supports that are gradually withdrawn as pupils develop confidence and independence. This approach is supported by the Education Endowment Foundation's *Improving Literacy in Key Stage 2* guidance, which recommends the use of carefully planned scaffolding to enable pupils to access challenging learning and become increasingly independent learners. Further information can be found in the EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,6
istant) pastoral sessions and ntified through Early Help	Teaching social and emotional skills explicitly in dedicated time and in every day teaching supports children's emotional vocabulary and how to express their emotions. These regulation skills can then be applied in the classroom to improve engagement in learning. Our ELSA assistant has a dedicated space to support children and families through targeted support or early help.	3, 5

	EEF evidence suggests that quality social and emotional learning (SEL) has a positive impact on wellbeing and learning of up to +4 months. 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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
d pupils to better understand include pupil surveys, so be gathered through pupils have a meaningful on.	The Education Endowment Foundation highlights the importance of understanding pupils' individual needs and experiences when designing effective support. The EEF's guidance on parental engagement and effective implementation emphasises the value of gathering meaningful feedback from pupils and families to identify barriers, inform decision-making and refine provision. By systematically seeking and responding to pupil voice, schools can ensure that support is targeted effectively, increases engagement and promotes a sense of belonging amongst disadvantaged pupils. This approach also aligns with the EEF's recommendations to use high-quality diagnostic information to identify needs and tailor support accordingly. A School's Guide to Implementation | EEF Working with Parents to Support Children's Learning | EEF	1,2,3,5,6

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

Budgeted cost: **£9234**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupil premium children to be invited to a midday or afterschool club targeted to their interests to support personal and social skills.	Identified pupils including those who are disadvantaged will be invited to attend lunchtime clubs to support them with self-regulation and wellbeing, as well as providing extracurricular enrichment activities. Enrichment activities without a specific focus on learning have some impact on attainment, but the interventions maybe more beneficial for their impact on personal and social skills. Additional school-run activities also provide free or low-cost alternatives to sport, music, and other enrichment activities that disadvantaged families may not be able to pay for outside of school.	4,5,6

All pupil premium children to receive a 33% discount on enrichment activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time *'In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement.'*	
Financial support towards the cost of curriculum trips and educational visits for disadvantaged pupils.	Provide financial support towards curriculum trips and educational visits for disadvantaged pupils. Funding will be used to reduce or remove financial barriers and ensure that disadvantaged pupils can participate in the same curriculum-related opportunities as their peers. Support will be allocated according to the cost of the visit and individual need. Enrichment benchmarks - GOV.UK The Department for Education's Enrichment Benchmarks state that **"every pupil and student has access to a range of activities"**, including arts and cultural experiences, visits to museums and galleries, residentials and camps. Financial support will help remove barriers to participation for disadvantaged pupils. Participation will be monitored to assess whether disadvantaged pupils are accessing these opportunities alongside their peers.	4,6
Disadvantaged pupils to be provided with a free book at each school book fair	Based on a survey of 44,097 children aged 8-18 in the UK, the National Literacy Trust's Book ownership, literacy engagement and mental wellbeing report shows that the more books a child owns, the more likely they are to do well at school and be happy with their lives. https://literacytrust.org.uk/research-services/research-reports/book-ownership-literacy-engagement-and-mental-wellbeing/ - Literacy Trust https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment EEF https://early-education.org.uk/cultural-capital/	1,2,4,6
Improve attendance and reduce persistent absence for disadvantaged pupils through a graduated and proactive approach. Attendance will be monitored closely, with early identification of	Attendance strategy is being implemented by the family support worker and the Inclusion Lead to highlight to parents the difference between their child's attendance and national attendance data. Letters are to be supported by face to face supportive meetings from the family support worker to address barriers and set improvement targets. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064	3

concerns and timely interventions for pupils and families. Support may include regular attendance reviews, home-school communication, pastoral support, family support worker involvement, personalised attendance plans, targeted wellbeing support and signposting to external services where appropriate. Attendance data will be reviewed regularly to evaluate the impact of interventions and ensure that disadvantaged pupils are attending school consistently and are able to access the full curriculum and wider opportunities available to them.	This approach is supported by EEF evidence, which highlights the importance of early intervention, family engagement and targeted support in improving attendance. Improving attendance increases pupils' access to teaching and learning and is associated with improved educational outcomes for disadvantaged pupils.	
Strengthen engagement with disadvantaged families through a programme of parent voice and family engagement opportunities. Regular parent workshops, coffee mornings, information sessions, consultation meetings and family support drop-ins will be used to build positive relationships with disadvantaged families and increase engagement with school. Parent voice will be gathered to better understand families'	Disadvantaged families given a voice in the parent forum and opinions used to help develop communication and improved attendance Home-school partnership improved 'Forming positive relationships with parents is a key priority for many schools. Leaders are seeking the most effective ways to engage with families in their own context.' How to involve hard to reach parents : encouraging meaningful parental involvement with schools Coffee mornings Umbrella Guest speakers Building strong relationships with disadvantaged families and increasing parental engagement can have a positive impact on pupils' learning, attendance and wellbeing. The Education Endowment Foundation (EEF) reports that effective parental engagement can lead to an average of **three months' additional progress** over the course of a year when they are carefully	3,5

experiences, identify barriers to engagement and inform school provision. The school will use this feedback to shape support, improve communication and strengthen home-school partnerships, ensuring that disadvantaged pupils and their families feel valued, supported and actively involved in their child's education.	planned and focused on supporting learning. Regular parent workshops, coffee mornings, consultation meetings and parent voice opportunities will help strengthen home-school partnerships, improve communication and enable the school to better understand and respond to the needs of disadvantaged families. By increasing family engagement and empowering parents to contribute to school decision-making, the school aims to improve pupils' engagement, attendance and educational outcomes	

Total budgeted cost: £94,181

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025/2026

We have analysed the educational 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.

The data demonstrated that the school had made good progress in supporting disadvantaged children in KS2 to achieve outcomes that were at least in line with national outcomes and where the gap was closing with non-disadvantaged children.

		Reading		Writing		Maths	
Year Group (PP on roll/ (% of PP who are SEND)	Pupils	%	Difference	%	Difference	%	Difference
YR (1/0%)	PP	100	+12%	100	+17	100	+10
	Non PP	88		83		90	
Y1 (9/67%)	PP	55	29%	22	54%	33	55%
	Non PP	84		76		88	
Y2 (6/83%)	PP	17	49%	17	48%	17	56%
	Non PP	66		65		73	
Y3 (6/83%)	PP	33	48%	33	31%	50	24%
	Non PP	81		64		74	
Y4 (10/80%)	PP	40	44%	20	41%	50	38%
	Non PP	84		61		88	
Y5 (10/50%)	PP	80	8%	60	22%	70	14%
	Non PP	88		82		84	
Y6 (11/64%)	PP	91	1%	73	3%	91	+10%
	Non PP	92		76		81	

Year 6 is the strongest cohort for impact. Disadvantaged pupils have made strong progress with several pupils reaching expected standards despite SEND or diagnosed needs. 100% of pupil premium children achieved expected in reading with 36% achieving greater depth; 73% of pupil premium children achieved expected in writing with 9% achieving greater depth; 91% of pupil premium children achieved expected in maths with 0% achieving greater depth. This cohort shows that sustained support can close the gaps over time. Writing remains the key area where some pupils are still working towards.

Reception - Only one disadvantaged pupil is recorded. Outcomes are positive and the pupil is performing above the non-disadvantaged average in the reported areas. This should be celebrated but not over-generalised because of the very small number.

Year 1 - This is a high-priority cohort. Reading and maths gaps have stayed the same from spring to summer, while the writing gap has decreased. The pupils working below expected are all SEND with IEPs. One pupil's improved attendance following family support has contributed

to improved writing attainment. The key implication is that academic intervention and attendance/family support must be tightly linked.

Year 2 - The attainment gap has decreased across the year from autumn to summer in reading, writing and maths, but gaps remain substantial. Five of six PP pupils are SEND. Case information identifies attendance, complex needs, speech/language, EAL, safeguarding vulnerabilities and phonics gaps. The most important academic need is phonics/reading because it affects writing and wider curriculum access.

Year 3 – Reading and maths gaps have increased across the year, while writing has decreased. Five of six PP pupils are SEND and two have EHCPs pending. Barriers include phonics/literacy gaps, resilience, independence, social care history and emotional regulation. Provision needs to remain highly personalised while ensuring curriculum access.

Year 4 - Eight of ten PP pupils are SEND, including pupils with EHCPs and IEPs. Maths gap has been affected by stronger progress for non-disadvantaged pupils. Reading and writing gaps remain high. Leaders should monitor whether adaptive teaching and intervention are sufficiently precise in this cohort.

Year 5 - Five of ten PP pupils are SEND. Gaps are narrower than in lower cohorts, suggesting improving impact over time. One pupil's EHCP process affects the cohort profile. Continued focus is needed on writing and maths so gaps do not widen.

Attendance, SEND and Wider Barriers

Attendance remains an important limiting factor for some pupils. The strategy target for July 2026 was for the attendance gap between disadvantaged and non-disadvantaged pupils to be within 1 percentage point. Current attendance is 92.5% for PP pupils and 96.2% for non-PP pupils, a gap of 3.7 percentage points. This means the whole-cohort target has not been met.

However, headline attendance data should be read alongside case-study evidence. The report includes examples where family support, TAF meetings and attendance monitoring have led to improved attendance trajectories for specific pupils. These examples show that the school's family support model is working for some pupils, but the whole-cohort data indicates that the issue is not yet sufficiently resolved.

The overlap between disadvantage and SEND is a defining feature of the cohort. In Year 2, 5 of 6 PP pupils are SEND; in Year 3, 5 of 6; in Year 4, 8 of 10; and in Year 6, 7 of 11. This has implications for the pace of learning, but it also underscores the need for high-quality inclusive teaching rather than over-reliance on withdrawal. The School Improvement Priority for inclusion is therefore well aligned with the Pupil Premium evaluation.

Wider support through ELSA, family support, Umbrella, Derbyshire Parent Carer Voice and enrichment opportunities is appropriately targeted. This supports readiness to learn and engagement. The next step is to make impact measures clearer, for example through pupil voice, teacher assessments of engagement/independence, attendance trends, intervention exit data and evidence from classroom monitoring.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. The data demonstrates that whilst we run a large number of free after-school clubs, take up of these is extremely low for pupils who are disadvantaged. Surveys have shown that children are keen to join clubs and that they want the clubs that we have on offer. We widened opportunities this year within the school day, rather than at the end of the school day where parents would have to give permission or change collection arrangements which may be a barrier.

Strategic Adjustment for 2026/27

We have retained the 2024–2027 intended outcomes, but sharpened the delivery model so that Years 1 and 2 reading and writing become the central academic focus. This sits alongside continued attendance, SEND and wellbeing support, but academic resources and monitoring are weighted towards early literacy because this is the highest-leverage point for long-term curriculum access.

Refined priority	What this means in practice	Why this matters
Phonics precision in Y1/2	Half-termly phonics gap analysis for every PP pupil; daily keep-up intervention; clear entry/exit criteria; monitoring of blending, decoding and automaticity.	The Y1 phonics gap is narrowing but not yet at target. Phonics gaps are directly linked to reading, spelling and writing barriers.
Reading fluency and oral language	Targeted reading interventions focused on fluency, re-reading, vocabulary, comprehension talk and retrieval; prioritise pupils who can decode but are not yet fluent.	Reading fluency unlocks comprehension and access to the wider curriculum.
Writing foundations	Explicit focus on transcription, sentence construction, oral rehearsal, spelling and handwriting; frequent low-stakes writing opportunities and modelled/shared writing.	Writing has the largest whole-school PP gap and is weak in Years 1–4.
Vocabulary across the curriculum	Align Pupil Premium intervention with the SIP vocabulary priority, especially tier 2/3 words in Years 1–3.	Vocabulary barriers affect reading comprehension, writing quality and mathematical/scientific reasoning.
Inclusive/adaptive teaching	Use PP/SEND overlap to plan adaptive scaffolds, not lower expectations; ensure IEP targets link to curriculum access.	A high proportion of PP pupils are also SEND, so inclusion must be central to the strategy.
Attendance linked to learning	For pupils below 95%, attendance plans should identify the learning missed and link to catch-up/keep-up intervention.	Attendance gaps reduce exposure to phonics, reading and writing teaching.

This strategic adjustment aligns closely with the school's 2026/27 improvement priorities: writing for all pupils; vocabulary across the curriculum, particularly Years 1–3; and inclusion for disadvantaged pupils and pupils with SEND.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We will utilise the iPad/android devices to continue with LBQ to ensure quality feedback at the point of learning.
- ensuring that all children in Y1 – Y6 are taught in single-age groups for maths. Additional funding from the school budget supports a teacher across KS2 who specialises in teaching maths and can provide additional support to children who need support to close gaps in their learning.
- offering a wide range of high-quality extracurricular activities to support wellbeing, engagement and aspiration. In addition to the Pupil Premium funding identified within this strategy for clubs, enrichment activities, curriculum trips and educational visits, the school may provide further financial assistance according to individual need.

Planning, implementation, and evaluation

When evaluating our previous strategy and planning our new one, we looked at evidence from a variety of sources including NFER data and SATS assessments, book looks, and conversations with parents, students and staff 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 educational 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.

The EEF's implementation guidance was particularly helpful in developing our strategy, tied in with the work published by Marc Rowland. We will continue to use both sources of guidance through the implementation of activities, leading to better outcomes for pupils over time.