

Pupil Premium Strategy Statement – Primley Wood 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.

Detail	Data
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	50 pupils (21%)
Academic Years that our current Pupil Premium Strategy Plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Seetle Kaur
Pupil Premium lead	Shaun Scott-Johnson
Governor/Trustee lead	Rashpal Sagoo

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,816
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,816

Part A: Pupil Premium Strategy Plan – statement of intent

At Primley Wood Primary School we are committed to ensuring that every pupil, regardless of background or need, is supported to achieve highly and flourish personally, socially and academically. We have high aspirations for all pupils and believe that disadvantage must never be a barrier to success. Our Pupil Premium strategy is designed to remove barriers, close attainment gaps and ensure disadvantaged pupils access the same rich opportunities as their peers.

High-quality teaching is the foundation of our approach because it has the greatest impact on improving outcomes for disadvantaged pupils. We focus on strengthening language acquisition, reading, writing and mathematics, in recognition of the specific needs of our disadvantaged cohort, including the high proportion with English as an Additional Language and those with heightened social, emotional and mental health vulnerabilities.

Our approach is rooted in robust diagnostic assessment and a whole-school commitment to early identification and timely intervention. Staff know who our disadvantaged pupils are and ensure provision is carefully adapted to meet individual needs. We work proactively to secure disadvantaged pupils' access to all aspects of school life, including enrichment, extracurricular clubs, breakfast provision and wraparound care, removing financial or practical barriers wherever they arise.

We closely monitor engagement, progress and wellbeing through regular pupil progress reviews, RAG meetings and pastoral systems. Our strategy includes targeted academic support, high-quality pastoral and therapeutic provision and support for families to reduce barriers linked to attendance, punctuality, housing, food and uniform.

Through consistent high expectations, inclusive practice and strong relationships with pupils and families, we aim to ensure disadvantaged pupils make strong progress, achieve well, attend well and develop the confidence, resilience and cultural capital needed to thrive in the next stages of their education and beyond.

Challenges

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

Challenge Number	Detail of Challenge
1	A significant number of disadvantaged pupils have English as an Additional Language (15 out of 50), which impacts early reading, vocabulary development and access to the wider curriculum.
2	Disadvantaged pupils experience higher rates of behaviour incidents, anxiety, low confidence and suspensions, requiring targeted SEMH and pastoral support.
3	Disadvantaged pupils achieve below their peers across transitions (EYFS–KS1 and KS1–KS2), with gaps evident in reading, writing and mathematics.
4	Pupils from disadvantaged backgrounds often require additional support to develop positive learning behaviours, perseverance and self-belief.
5	Some disadvantaged pupils have reduced access to enrichment, sports, music tuition, extended day care, trips, uniform and resources without financial support.
6	Although overall attendance for pupils with Pupil Premium is strong (96.3% compared with 95.1% for non-PP), persistent absence remains a key concern. 10% of disadvantaged pupils are persistently absent, and several pupils show patterns of absence around school holidays or recent declines in attendance. These issues affect consistency, readiness to learn and overall progress.
7	Some disadvantaged families require additional support to engage with school expectations, home learning, consultations, workshops and wider school communication.

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 achieve age-related expectations and make expected or better progress in Reading, Writing and Maths	<ul style="list-style-type: none"> EYFS pupils with PP achieve GLD in line with, or above, national disadvantaged figures. PP pupils pass the Year 1 Phonics check in line with, or above, national. KS2 PP outcomes in Reading, Writing and Maths are at least in line with national disadvantaged outcomes. PP pupils make expected or better progress from starting points. Regular RAG and pupil progress meetings identify and prioritise PP pupils for timely support.
Improved language and literacy skills for disadvantaged pupils, particularly those with EAL	<ul style="list-style-type: none"> PP pupils engage with and access the full curriculum.

	<ul style="list-style-type: none"> • PP pupils make at least expected progress in reading and writing. • The gap between PP and non-PP narrows in reading and writing. • Teachers use questioning and assessment to identify needs early and adapt teaching accordingly.
Improved wellbeing, confidence and attitudes to learning for disadvantaged pupils	<ul style="list-style-type: none"> • SEMH concerns are identified quickly and addressed through appropriate support. • Improved learning behaviour, confidence, motivation and resilience. • Reduced behaviour incidents and SEMH-related concerns for PP pupils. • Improved engagement in lessons leading to better progress.
Financial barriers reduced so that disadvantaged pupils fully access enrichment and wider opportunities	<ul style="list-style-type: none"> • PP pupils have subsidised access to wraparound care, clubs, tuition and educational visits. • Increased participation of PP pupils in after-school clubs and enrichment. • Improved cultural capital and learning experiences. • A continued reduction in the attainment gap, including at Greater Depth.
Improved attendance, punctuality and readiness to learn for disadvantaged pupils	<ul style="list-style-type: none"> • Attendance for PP pupils remains above national and in line with school averages. • Persistent absence for PP pupils reduces from the current 10%. • Improved punctuality and readiness to learn through targeted support including breakfast provision. • First-day calling, targeted lists, rewards and family support lead to improved consistency.
Improved parental engagement and involvement in learning for disadvantaged families	<ul style="list-style-type: none"> • High attendance at parent consultations and increased attendance at workshops. • Improved homework completion through parental support or after-school provision. • Increased PP participation in after-school educational clubs. • Strengthened relationships between home and school, enabling earlier identification of need.

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: £36,000

Activity	Evidence that supports this approach	Challenge Numbers addressed
<p>Strengthening high-quality teaching through curriculum development, CPD and instructional coaching</p> <p>Train staff, embed and ensure the consistent use of the NSMAT Teaching & Learning Toolkit (which is underpinned by the Framework for Great Teaching) to ensure teaching and learning has maximum impact for all learners.</p> <p>Provide high-quality professional development for teachers focused on reading, writing, vocabulary, questioning and assessment.</p> <p>Develop a vocabulary-rich curriculum to support disadvantaged pupils, particularly those with EAL.</p> <p>Provide coaching and professional development for teachers to ensure practice aligns with evidence-based principles.</p>	<p>This approach is supported by the EEF Teaching and Learning Toolkit, which identifies high-quality teaching, explicit instruction, effective questioning and formative assessment as approaches with strong evidence of impact. The DfE's Pupil Premium "Menu of Approaches" also lists high-quality teaching as the top priority for improving outcomes for disadvantaged pupils.</p>	<p>1, 3 & 4</p>
<p>Continued investment in Little Wandle (Phonics) Yearly Subscription and package of CPD that supports developing practice.</p> <p>Maintain fidelity to the Little Wandle systematic synthetic phonics programme through staff training and consistent lesson structures.</p> <p>Ensure reading books closely match pupils' phonics</p>	<p>The DfE's Reading Framework and validated SSP programme list both recommend systematic synthetic phonics as the most effective method for teaching early reading. The EEF Toolkit also shows strong evidence for phonics as an effective approach for improving reading accuracy, particularly for disadvantaged pupils.</p>	<p>1 & 3</p>

knowledge to improve fluency.		
<p>Increasing SENDCo capacity to support disadvantaged pupils with SEND</p> <p>Allocate SENDCo time to assess needs, guide adaptations, plan precise interventions and support staff in meeting the needs of pupils with dual disadvantage (PP + SEND).</p> <p>Review provision regularly and ensure ongoing training for staff.</p>	<p>The EEF “Special Educational Needs in Mainstream Schools” Guidance Report highlights the importance of high-quality teaching, targeted support and effective deployment of specialist staff. Providing SENDCo capacity aligns with these recommendations and with the DfE’s Menu of Approaches under “Targeted Academic Support”.</p>	2, 3 & 4
<p>Recruitment of additional teaching and specialist support staff</p> <p>Deploy an additional qualified teacher and pastoral-specialist teaching assistant to deliver targeted teaching, precision intervention and SEMH support.</p> <p>Provide ongoing CPD for support staff delivering structured interventions.</p>	<p>The EEF Toolkit identifies small-group and one-to-one intervention delivered by trained staff as effective when linked to classroom teaching. This also aligns with the DfE’s Menu of Approaches under “Targeted Academic Support”.</p>	2, 3 & 4

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Early identification and precision intervention</p> <p>Identify disadvantaged pupils requiring additional academic support through RAG meetings, assessment cycles and formative assessment.</p> <p>Deliver structured one-to-one and small-group interventions in reading, writing and mathematics.</p>	<p>The EEF Teaching and Learning Toolkit highlights targeted academic support as effective when based on accurate assessment and aligned with classroom teaching.</p> <p>The DfE Pupil Premium “Menu of Approaches” lists targeted support as a key element of effective PP spending.</p>	1, 2, 3 & 4

<p>Ensure intervention content links directly to classroom learning.</p>		
<p>Pastoral Support and SEMH Intervention (including the Boxall Approach)</p> <p>Implement the Boxall Approach to provide structured social, emotional and behavioural support for disadvantaged pupils with SEMH needs.</p> <p>Use Boxall Profiles to identify pupils' emotional development needs and plan targeted interventions.</p> <p>Deliver individual and small-group SEMH support sessions through the pastoral team, informed by Boxall assessments.</p> <p>Work closely with families to reinforce emotional development strategies and ensure consistency between home and school.</p>	<p>The EEF Social and Emotional Learning (SEL) Guidance Report highlights that structured SEL programmes can improve emotional regulation, behaviour, relationships and engagement in learning.</p> <p>The Boxall Approach aligns with DfE's Pupil Premium Menu of Approaches (Wider Strategies), which includes interventions aimed at improving social and emotional wellbeing, behaviour and readiness to learn.</p> <p>SEL approaches are particularly valuable for disadvantaged pupils who may require explicit support to develop resilience, confidence and emotional regulation.</p>	<p>2 & 4</p>
<p>Diagnostic assessment to inform teaching (NTS standardised assessments)</p> <p>Continue using NTS assessments and question-level analysis to identify strengths and misconceptions.</p> <p>Train staff to interpret assessment data accurately and plan next steps.</p>	<p>The EEF "Assessing Learning" Guidance Report emphasises diagnostic assessment as a key tool for identifying learning gaps and informing responsive teaching.</p>	<p>1 & 3</p>
<p>Structured language and literacy support, including EAL provision</p> <p>Deliver structured interventions aimed at improving vocabulary, reading fluency, comprehension and writing.</p> <p>Provide targeted support for pupils who are new to English or developing early language skills.</p>	<p>The EEF Toolkit identifies oral language interventions, vocabulary development and reading strategies as effective approaches, especially for pupils with lower literacy starting points.</p> <p>Supported within the DfE Menu under "Teaching and Learning Approaches".</p>	<p>1 & 3</p>

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

Budgeted Cost: £13,310

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Attendance, punctuality and readiness to learn</p> <p>Maintain and strengthen attendance systems including first-day calling, attendance monitoring, targeted support lists, rewards and parental engagement.</p> <p>Provide funded or subsidised places in breakfast club to improve punctuality and ensure pupils start the day ready to learn.</p> <p>Monitor attendance patterns of PP pupils, particularly around school holidays or emerging concerns.</p>	<p>The DfE "Working Together to Improve School Attendance" guidance recommends early intervention, routine monitoring and relationship-based support as key drivers of improved attendance.</p> <p>Breakfast provision supports readiness to learn and punctuality (DfE).</p>	<p>2 & 4</p>
<p>Whole-staff training on behaviour management and anti-bullying approaches</p> <p>Provide whole-staff CPD on behaviour management, anti-bullying and relational approaches to support consistency across the school.</p> <p>Align practice with the school's virtues-led curriculum to strengthen the culture of respect, responsibility and self-regulation.</p>	<p>The EEF Behaviour Guidance Report supports whole-school, consistent approaches to behaviour management.</p> <p>The DfE Menu of Approaches endorses staff training to improve behaviour, relationships and school culture as part of "Wider Strategies".</p>	<p>5, 6 & 7</p>
<p>Removing financial and practical barriers to enrichment and wider school life</p> <p>Provide funding and subsidies for educational visits, wraparound care, clubs, tuition and enrichment activities to ensure access for disadvantaged pupils.</p> <p>Proactively recruit PP pupils into extracurricular opportunities and track participation.</p>	<p>The DfE Menu of Approaches identifies removing financial barriers and improving access to enrichment as effective wider strategies to support disadvantaged pupils.</p> <p>EEF evidence on non-academic barriers highlights that participation in enrichment supports confidence, engagement and cultural capital.</p>	<p>5 & 7</p>

Part B: review of the previous academic year: Outcomes for disadvantages pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

KS1 Phonics Screen Check 2024-2025

Subject	KS1 Phonics Screening Check
Whole Cohort	88%
Pupils with Pupil Premium	86%

Year 6 (SATs) 2024-2025

	Reading	Writing	Maths
Whole Cohort	83%	80%	70%
Pupils with Pupil Premium	73%	73%	55%

Context for evaluation

Context for Evaluation

A proportion of disadvantaged pupils joined the school mid-year or were new to English, which affected the completeness of assessment information in several year groups. Despite this, the school has robust teacher assessment, progress tracking, and qualitative evidence across reading, writing, maths, behaviour, attendance and engagement. Progress data from Autumn 2024 to Summer 2025 shows positive improvement for many PP pupils, particularly where attendance and staffing were consistent.

The review below evaluates the intended outcomes set for 2024–2025, drawing on:

- internal assessment and progress data
- phonics screening outcomes
- SATs results
- pastoral and behavioural evidence
- SEMH intervention records
- attendance figures across terms
- parental engagement logs
- enrichment participation
- contextual information (mobility, staffing, EAL growth)

Intended Outcome	Evaluation	Commentary	Evidence	Next Steps
<p>Attainment gaps between year groups and key stages are closed to ensure all disadvantaged children meet age-related expectations as a minimum and make expected or better progress in Reading, Writing and Mathematics</p>	<p>Partly achieved</p>	<p>There were positive improvements in outcomes for disadvantaged pupils in several key areas:</p> <p>Early reading strengthened, with disadvantaged pupils achieving above national expectations in phonics.</p> <p>Writing outcomes at the end of KS2 were strong for disadvantaged pupils, with the majority meeting the expected standard and some achieving greater depth.</p> <p>Many disadvantaged pupils showed positive progress across the year in reading and writing, and some year groups demonstrated particularly strong gains.</p> <p>However:</p> <p>Progress remained variable in year groups with higher mobility and incomplete assessment information.</p> <p>Writing continues to need further focus, especially for pupils with limited prior knowledge or lower vocabulary starting points.</p> <p>Mathematics progress varied between cohorts.</p>	<p>Teacher assessment,</p> <p>Phonics screening,</p> <p>KS2 outcomes,</p> <p>Work scrutiny,</p> <p>Progress meeting records.</p>	<p>Strengthen writing instruction,</p> <p>ensure precise early identification of gaps,</p> <p>increase the consistency of provision for pupils joining mid-year.</p>
<p>Improvements in language and literacy skills for pupils, especially those with PP, resulting in better progress and access to the full curriculum</p>	<p>Partly achieved</p>	<p>Disadvantaged pupils generally accessed the full curriculum well and progress in reading was positive across most cohorts.</p> <p>However, language and vocabulary development, particularly for EAL learners, remained mixed. Pupils who were new to English required more time and structured language support.</p>	<p>Phonics outcomes,</p> <p>Reading assessments,</p> <p>Classroom observations,</p> <p>Progress reports.</p>	<p>Implementation of language programme with increased focus on vocabulary and oral language and targeted writing support for EAL learners.</p>

<p>All pupils, especially those with PP, are mentally healthy. They develop and demonstrate positive attitudes towards learning and show resilience and perseverance. A rigorous programme is in place to support identified children with developing these skills</p>	<p>Partly achieved</p>	<p>The school's pastoral team and external agencies supported pupils with significant SEMH needs. A dedicated member of staff provided 1:1 support for a high-need PP pupil, resulting in improved regulation and engagement. Many pupils receiving SEMH support showed better confidence and emotional readiness to learn. However: Boxall was not yet fully implemented last year, limiting the consistency of SEMH provision. Behaviour data was affected by a change of MIS system, preventing full end-of-year trend analysis. Several pupils with SEMH needs were also on the SEND register, requiring intensive and sustained support.</p>	<p>Pastoral logs, Behaviour records, Staff feedback, External agency reports.</p>	<p>Fully implement the Boxall Approach, strengthen behaviour tracking systems, and continue targeted SEMH pathways for vulnerable pupils.</p>
<p>Financial issues are not a barrier for pupils. All pupils are included and equal – including enrichment activities, clubs, school uniform and equipment</p>	<p>Achieved</p>	<p>All disadvantaged pupils were able to access the full range of enrichment and wider school opportunities due to financial support. Pupils participated well in clubs, trips, workshops and whole-school events. Participation in PTA events, careers days, fairs, and additional learning opportunities was strong, helping to build cultural capital and broaden experiences.</p>	<p>Club registers, Trip participation PTA event engagement Staff feedback.</p>	<p>Maintain subsidies and continue proactive recruitment of disadvantaged pupils for enrichment activities.</p>
<p>Pupils with PP have good attendance, are punctual and have access to breakfast to ensure they have the energy to learn</p>	<p>Partly Achieved</p>	<p>Attendance for disadvantaged pupils remained above national, reflecting strong engagement and a positive whole-school focus on attendance. Breakfast club access supported punctuality and readiness to learn. Persistent absence fluctuated across terms, with some improvement mid-year but higher rates towards the end of the academic year. Persistent absence remains an ongoing area of focus, particularly for vulnerable pupils and those with complex family circumstances.</p>	<p>Attendance tracking, Pastoral records, Breakfast club data.</p>	<p>Strengthen early intervention for PA, continue targeting high-risk families, and refine pastoral attendance support.</p>

<p>Parents are fully supportive and engaged in their child's education and learning.</p> <p>Relationships will continue to strengthen within the school community</p>		<p>Parental engagement was strong across the year. Disadvantaged families attended:</p> <ul style="list-style-type: none"> • phonics workshops • live phonics lessons • parents' evenings • PTA events • SATs and Multiplication Check meetings • careers days and school fairs <p>This positively influenced pupil confidence, home-school relationships and engagement with learning.</p>	<p>Workshop registers,</p> <p>Consultation attendance,</p> <p>Event participation.</p>	<p>Enhance communication with EAL families and continue offering a range of curriculum-focused workshops.</p>
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Externally Provided Programmes

Programme	Provider
CPD and in-school pastoral support	NEPAIP, ARM-Cluster
Educational Psychologist	Leeds Local Authority
SEN Inclusion Team	Leeds Local Authority
STARS (Autism Specialists)	Leeds Local Authority
Therapeutic Services	ARM-Cluster, GIPSIL, NorthPoint
Reading Specialists	Jerry Clay English Hubs
Boxhall Assessment	NEPAIP
CPD (webinars)	National College