



Pupil Premium Strategy Statement 2025-2026

School Overview

Metric	Data
School Name	Perryfields Primary School
Pupils in School	324
Proportion of disadvantaged pupils	108 (33%)
Pupil premium allocation this academic year	£139,088
Academic year or years covered by statement	2025-2026
Publish Date	December 2025
Review Date	December 2026
Statement authorised by	T.Jones
Pupil premium lead	D.Harris
Governor lead	S.Gooding and J Batham

Funding Overview

Detail	Amount
Pupil premium funding this academic year	£139,088
Pupil premium funding carried forward from previous years (enter 0 if not applicable)	0
Total budget for this academic year	£139,088

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 consider and aim to address 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 appropriately challenged.
- 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



Disadvantaged Pupil Performance Overview for last academic year 2024-2025

Attainment Level	July 24	July 25
% achieving ARE Reading end KS1	33%	41%
% achieving ARE Writing end KS1	33%	33%
% achieving ARE Maths end KS1	33%	47%
% achieving ARE Reading end KS2	62%	71%
% achieving ARE Writing end KS2	54%	47%
% achieving ARE Maths end KS2	31%	79%
% passing Year 1 Phonic Screen	60%	56%
% achieving GLD in Early Years	60%	67%

Challenges

Challenge Number	Details of Challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils for reading, writing, and maths. Disadvantaged pupils across all areas of the school are less likely to attain age-appropriate expectations and reach greater depth compared to their peers.
3	An increase of children needing Social, Emotional, Mental Health (SEMH) support. A significant proportion of our school community face multiple adverse childhood experiences, impacting their learning, mental well-being, and emotional stability.
4	Our students have limited exposure to a diverse range of experiences beyond their immediate environment, which restricts their global perspective.



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.

Challenge Number	Intended Outcome	Success Criteria
1	Continued improved oral language skills and vocabulary disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> • Children that are receiving Speech and Language are rapidly achieving their targets. • Improved vocabulary acquisition and language comprehension for disadvantaged pupils are evident through assessments and observations. • Outcomes from WellComm assessments at the end of Reception show significant progress in word acquisition and language comprehension for disadvantaged pupils so that 95% of our pupils are working at ARE.
2a	Improved Reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2023-2024 show that 41% of disadvantaged pupils achieved the ARE related expectation.</p> <p>Targeted intervention for rapid reading shows consistent progress across all year groups.</p> <p>Phonics Year 1 Data continues to improve and is broadly in line with National Expectations.</p> <p>Little Wandle Phonics is embedded throughout the whole school.</p> <p>CPD from PEAI to improve the quality of teaching and learning within the school.</p>
2b	Improved Maths attainment for disadvantaged pupils.	<p>KS1 maths outcomes in 2024-2025 show that 47% of disadvantaged pupils achieved the ARE related expectation.</p> <p>Targeted intervention shows consistent progress across KS1/KS2.</p> <p>Maths Mastery is embedded across KS1/KS2</p> <p>Targeted intervention for KS1/KS2 children which shows consistent progress on assessments.</p> <p>CPD to improve the quality of teaching and learning within the school.</p>
2c	Improved Writing attainment for disadvantaged pupils at the end of KS1.	<p>KS1 writing outcomes in 2024/2025 show that 33% of disadvantaged pupils met the expected age-related expectation.</p> <p>KS2 writing outcomes in 2024/2025 show that 47% of disadvantaged pupils met the expected age-related expectation.</p> <ul style="list-style-type: none"> • Writing curriculum changes to be implemented following CPD with Pauline Allen. • Writing curriculum changes to be implemented based on the new writing framework.



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2d	To maintain the high level of Phonics for our disadvantaged pupils.	<ul style="list-style-type: none"> • Put in provision to ensure the percentage of disadvantaged pupils meeting or exceeding National Expectations in Phonics outcomes at the end of Year 1 increases. • Focused, smaller phonics groups for targeted progress. • Online reading library purchased to allow greater access to reading material.
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • limited incidences of negative behaviour on class charts • Reduced number of suspensions • Children who are taking part in Nurture make progress on their individual targets. • Digital Zones of Regulation Curriculum embedded • Qualitative/quantitative data from pupil voice, parent surveys, and teacher observations demonstrate sustained high levels of well-being from 2024/25. • Targeted support for pupils with SEMH (Social, Emotional, and Mental Health) needs are consistently provided where needed • High quality CPD for all staff so they are able to identify and support vulnerable pupils.
4	To provide wider enrichment opportunities.	<ul style="list-style-type: none"> • An increase in the number of disadvantaged pupils actively participating in extracurricular activities, after-school clubs which are offered free of charge to all families to remove cost as a barrier. • Many trips are partially or fully subsidised by school. Enrichment opportunities are made accessible and appealing to all pupils, promoting a well-rounded educational experience



This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Teaching

Budgeted cost: £60,194

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Embedding Oracy across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>WellComm activities are generalised within the classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, as inexpensive to implement with high impact on reading.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2a, 2c
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Zones of Regulation Digital Curriculum embedded to help children learn to regulate their emotions.</p>	<p>Quality Assured by the Department for Education Senior Mental Health lead training is a major training initiative that combines the expertise of Anna Freud Centre course leaders with a valuable, engaging community of practice, to support senior mental health leads in building a sustainable, whole school approach.</p> <p>Senior mental health lead training (annafreud.org)</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>KS1 and KS2 teachers to engage in Maths Mastery training (sustaining).</p> <p>Maths fluency to be embedded into the routine of educational practices and be supported by professional development and training for staff from EYFS – KS2.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2b



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<p>To help embed our school writing framework with guidance from LA advisor (Pauline Allen). This draws upon Oracy research, Talk for Writing, teaching discrete grammar, and editing. It also promotes the development cross curricular links for writing.</p>	<p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2a, 2c</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2a</p>
<p>Purchase of Wigit giving access to symbols, a comprehensive vocabulary and a variety of ready-made resources, allowing teachers to implement symbolised communications across any environment.</p>	<p>Evidence around the use of symbols to support all learners in literacy.</p>	<p>1</p>
<p></p>	<p></p>	<p></p>

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

Budgeted cost: £63,613

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>ILPs and Provisions in place for targeted children. Provision Map captures SMART individual learning targets and provision for children who are identified on the SEND register.</p> <p>ILPS are reviewed in Autumn 2, Spring 2, and Summer 2.</p> <p>Intervention and ILPs to include:</p> <ul style="list-style-type: none"> Phonics Keep Up Sessions Little Wandle Specialist Teacher Recommendations Cracking Comprehension 5 minute number box Maths 	<p>The use of the graduated approach which captures the impact of intervention and Individual Learning Plans.</p> <p>EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2a, 2b, 2c, 1 and 3.</p>



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<ul style="list-style-type: none"> Nurture <p>Additional Teaching Assistant support x 4.</p>		
<p>Mental Health Targeted Support:</p> <p>Lunchtime Lego club for children who find it difficult to go outside.</p> <p>Nurture 'scoop groups' completed with highly skilled TA.</p> <p>Targeted 1:1 sessions with a school counsellor.</p> <p>Targeted group and 1:1 sessions for children who suffer with anxiety from Mental Health Practitioner.</p> <p>Zones of Regulation Digital Curriculum implemented throughout the school for children who are experiencing difficulties with SEMH.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
<p>Enhanced Speech and Language Therapist working with targeted groups of children and individual children to device specific 1:1 targets for the children.</p> <p>Embedding WellComm across EYFS and children being able to generalise their targets within the classroom.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	1, 2a, 2c
<p>Story Zoo access to allow children a range of reading resources.</p> <p>Targeted tracking of reading for disadvantaged pupils.</p>	<p>Reading for pleasure has a positive impact on children's reading and writing. Removing a barrier to this for some disadvantaged families will help to show a positive impact on pupils' reading. Story zoo's statistics show engagement levels moving from 20.5% - 70%.</p>	1,2,4
<p>Targeted Y6 support group in the mornings.</p>	<p>Using data from assessments, key children identified for small group interventions to enable them to reach the expected standard for Year 6</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?</p>	2



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

Budgeted cost: £12,294

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>We will implement an Enrichment Curriculum that includes tailored visits and guest speakers to offer enriching experiences for our students. Additionally, we will provide financial support to subsidise residential trips and other excursions.</p>	<p>The Education Endowment Foundation (EEF) notes that there is limited evidence due to challenges in school assessment. Therefore, it is crucial to closely monitor the outcomes when employing aspiration-based approaches as a method to enhance educational attainment.</p> <p>For more information, you can visit this source: EEF - Aspiration Interventions.</p>	4
<p>Residential experiences</p>	<p>We aim to provide children with the opportunity to explore environments beyond Perryfields, fostering the development of relationships and teamwork skills. This approach will contribute to improved student well-being, attendance, and behaviour. EEF - Arts Participation.</p>	4
<p>We will work on expanding our Breakfast offer to better serve our students.</p>	<p>Research indicates that a 2-month participation in Key Stage 1 (KS1) has a positive impact on student behaviour throughout the school for all pupils. EEF - Magic Breakfast.</p>	4
<p>We will provide private Educational Psychologist support to address the unique needs of our students.</p>	<p>We will provide private Educational Psychologist support to address the unique needs of our students. We will focus on early identification of pupils with learning, emotional, or communication needs, enabling us to swiftly provide tailored intervention and support to meet each child's specific requirements. This approach will ensure that pupils and their parents feel well supported, ultimately leading to improved school attendance.</p>	1, 2a, 2b, 2c
<p>We will contribute to extracurricular opportunities, ensuring that all pupils have access to additional sporting activities.</p>	<p>Research provides compelling evidence that education and health are intricately connected. Promoting the well-being of students within schools has the potential to enhance their educational and overall well-being outcomes. The Education Endowment Foundation (EEF) highlights that outdoor adventure learning can result in an additional four months of academic attainment for pupils, eg. Forest school, sports coach, football sessions.</p>	4
<p>Computing and robotics offer</p>	<p>Through an offer of computing and robotics, pupils have the opportunity for logical thinking activities, raised aspirations, team work and leadership skills.</p> <p>https://doi.org/10.1007/s11528-025-01131-8</p>	

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Total Budgeted Cost: £136,101

Contingency Fund: £2,987