

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Peareswood Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Julie Carson
Pupil premium lead	Carla Ferla
Trustee lead	Nav Sanghara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,000

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 through challenge 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.

High-quality education 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention teachers for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantaged.

- We ensure disadvantaged pupils are challenged in the work that they are set, and adaptations are made to support with this
- We act early to intervene at the point need is identified
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- We focus on foundational knowledge to ensure essential skills are embedded

Challenges

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

Challenge number	Detail of challenge
1	To ensure our pedagogical approach is used to improve pupil outcomes, tailored to the individual needs of all learners, and is aligned to recommendations provided by outside professionals.
2	To ensure diagnostic assessments are used to identify gaps in knowledge and understanding and ensure learning provision and adaptations made are appropriate to individual needs based on these findings. AFL techniques are used to address misconceptions and ensure teaching promotes long-term retention.

3	Ensure interventions are in place to support the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.
4	Our assessments and observations indicate the attainment and social skills of many of our disadvantaged pupils in KS2 have been impacted by previous partial school closures in KS1. This is to a greater extent than for other pupils. These findings are supported by national studies by the NFER: Impact of school closures in Key Stage 1 on attainment and social skills of pupils in Year 4 and Year 5 in academic year 2023/2024.
5	Provide additional SEMH support for groups and individual children who have been impacted by a rise in challenges experienced at home because of economic challenges and temporary accommodation. This has also been evidenced within school data with a rise in families supported through social care.
6	To improve attendance of disadvantaged pupils with last year's being slightly below pre-covid national at 91.8%. Persistent absence of disadvantaged pupils was also above pre-covid national with last year's being 27.7%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 and vocabulary among disadvantaged pupils from Reception to Year 6.	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, work scrutiny, measurable outcomes within the Talk Matters project through the VRU project, individual care plans and ongoing formative assessment.
Improved greater depth reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 greater depth reading, writing and maths outcomes in 2024/25 are at least in line with national average and are broadly in line with non-disadvantaged pupils.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice groups • Pupil surveys • Increased number of children attending extra-curricular clubs • Reduced number of children supported through SEMH intervention groups
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve persistent absentees' attendance to be in line with pre-covid national (16.1%)</p>

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: £ 128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to continue to receive CPD and become pedagogical experts to ensure the quality of education is consistently good across all year groups.	<p>CPD for staff is pivotal in ensuring whole school improvement.</p> <p>Delivery of CPD, linked to the EEF Effective Professional Development Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
Further planned opportunities for staff to observe effective teaching strategies which includes questioning and feedback, direct instruction and promotion of independent learning techniques.	<p>There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1,2, 4
Further embed a DfE validated Systematic Synthetic Phonics programme to continue to secure stronger phonics teaching for all pupils.	<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>	1, 2, 4

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

Budgeted cost: £ 104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff members delivering Maths and English interventions for identified groups.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>EEF outline Making Best Use of Teaching Assistants for interventions. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>
<p>Senior leaders utilised to provide small group interventions for groups of children identified through data.</p>	<p>Strong evidence outlays the positive impact on pupil progress through small group provision.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Groupings in phonics within Key Stages and Year Groups ensure pupils continue to make above national expected progress in phonics</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>1,2,4</p>

Staff use evidence-based individual and whole- class teaching interventions to further improve learning outcomes.	Strong evidence outlays the positive impact on pupil progress through small group provision. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Identified small group interventions and 1:1 support for individual groups as identified within in-school data with a focus on oracy.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group and individual SEMH interventions support the mental health of all learners and removing barriers to learning.	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): Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,5
Local Authority education welfare officer to support families with attendance and acute need to improve attendance.	Strong evidence highlights the impact of attendance on pupil outcomes and strategies available to schools.	2,4,5

Further reduction in the number of suspensions and improve behaviour for learning through exploration of behaviour strategies.	The EEF outlines interventions to improve behaviour through interventions and strategies. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
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Total budgeted cost: £ 297,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Based on our external assessments in 2023/24, disadvantaged pupils have shown enhanced performance, with Pupil Premium (PPG) data generally aligning with Non-Pupil Premium Group (NPPG) results. In Reading, Writing, Maths, and Combined, outcomes for PPG pupils surpass the 2024 national benchmarks across all areas. A reviewed focus to ensure greater depth standards in Writing and Maths are at least in-line with National outcomes.

	PPG – 32 pupils	NPPG – 26 pupils
Reading	27 pupils – 84%	23 pupils – 89%
Reading GDS	11 pupils – 34%	11 pupils – 42%
Writing	26 pupils –81%	23 pupils –89%
Writing GDS	1 pupil – 3%	7 pupils – 27%
Maths	26 pupils –81 %	23 pupils –89 %
Maths GDS	6 pupils -19%	15 pupils – 58 %
Combined	26 pupils -81%	23 pupils – 89%
Combined GDS	0 pupils – 0%	5 pupils – 19%

Our assessment of the reasons for these outcomes points primarily to several key factors. Consistency in the quality of education has ensured that pupils receive high-quality teaching across all subjects. Continuous professional development (CPD) for staff, tailored to address specific needs identified through data analysis, has equipped teachers with the necessary skills and knowledge to support all pupils effectively. The involvement of outside professionals has brought in additional expertise and perspectives, further enhancing our educational provision. The robustness of our early identification of needs has allowed timely interventions, ensuring that pupils receive the support they require from the outset. We have adopted the Universal Design for Learning (UDL) model, which has been instrumental in removing barriers to learning and providing equity of choice for all pupils. This inclusive approach has enabled us to cater to diverse learning needs, ensuring that every pupil can succeed. These combined efforts have significantly contributed to the improved outcomes observed for our disadvantaged pupils. Our focus will now be in closing the attainment gap at the greater depth standard for our disadvantaged pupils.

Attendance in 2023/24 remained a key focus for the school, with analysis revealing it is primarily linked to families with SEMH needs and parental condoned truancy. Persistent absence among disadvantaged pupils was higher than that of their non-disadvantaged peers (27.7% compared to 15.4%).

Our assessments and observations showed that pupil behaviour, wellbeing, and mental health were still affected by previous school closures, with disadvantaged pupils experiencing the most significant impact. We utilised pupil premium funding to provide wellbeing support for all pupils and implemented targeted interventions as needed, including access to counselling and play therapy. This year, we are continuing to build on a similar approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was 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 or recovery premium. That will include:
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers to identify the challenges faced by disadvantaged pupils.
- We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education 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.