

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Peartree Spring primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-26
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Teresa Skeggs
Pupil premium lead	Jackie Massey
Governor lead	Erica Pambouris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,200
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	£182,200

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students, regardless of their background or the challenges they face, to make strong progress and excel across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this objective, including providing appropriate challenges for those who are already high achievers.

We carefully consider the barriers faced by our most vulnerable pupils, including those with complex family situations which prevent children from thriving. The initiatives outlined in this plan are designed to address their specific needs, regardless of whether they are considered disadvantaged.

Speech, Language and Communication Needs are high within the school, particularly in the Early Years, with a significant number of children entering school with below age related language skills. Common barriers for children in receipt of FSM can be undeveloped language and communication skills, a lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

At the core of our approach is high-quality teaching, which focuses on the areas where disadvantaged pupils require the most support. Research shows that this approach has the greatest impact in closing the attainment gap for disadvantaged students, while also benefiting non-disadvantaged pupils in our school.

Our approach is designed to be responsive to both common challenges and individual needs, based on thorough diagnostic assessments rather than assumptions about the effects of disadvantage. The methods we have adopted work in tandem to ensure that all pupils can excel. To maximise their effectiveness, we will:

- Ensure that disadvantaged pupils are appropriately challenged in the tasks they are given
- Intervene early when a need is identified
- Implement a whole-school approach where all staff share responsibility for the outcomes of disadvantaged pupils and hold high expectations for their achievements

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Baseline assessments show that 100% of Pupil Premium children in Reception are working below the expected standard compared to 53% of Non-Pupil Premium children upon entry to school.

2	A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development. Our assessments (including pre and post pastoral questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment and their emotional and social wellbeing. These pupils require a range of support with social and emotional difficulties, benefitting from specific interventions around self-esteem and positive mental health. Teacher referrals for pastoral support remain high (147 children went through pastoral triage). 147 pupils (72 of whom are disadvantaged or newly vulnerable) currently require additional support with social and emotional needs.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non- disadvantaged peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This gap narrows in KS1 but remains significant at the end of KS2
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. A greater percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our data shows that 41.5% of our Pupil Premium children are also on the SEND register. This means that this group of children are multi-vulnerable and learners from these groups may face a range of barriers to achieving their potential and will require different solutions and support targeted towards meeting each of their individual needs.

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
PPG children leave Peartree Spring with the ability to articulate their thoughts well and contribute to discussions freely.	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. Precision quality first teaching is embedded across the school to close gaps in language acquisition. Where gaps exist they are identified quickly, addressed and narrowed as evidenced through rising attainment.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils through access to a rich Cultural Capital Offer.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils who will receive additional opportunities to broaden their experiences and aspirations.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard. Where challenges exist, they are identified quickly, addressed and narrowed through deployment of additional interventions.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 55% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: - the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with school wide attendance - the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To achieve and sustain improved progress rate for multi-vulnerable children.	Sustained progress rates for disadvantaged children within other vulnerable groups, keeping inline with their peers.

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: £48,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Embedding standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 3 and 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 Teaching and Learning Toolkit EEF	1, 3 and 4
Invest in staff training to ensure quality teaching of reading, writing and maths.	The EEF states, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all and has a particular positive effect on children eligible for Pupil Premium. The EEF states ‘First, we should ensure that, above all, the Premium is used to improve the quality of teaching’	1, 3 and 4
Improve the quality of social and emotional (SEL) learning. Teachers to attend training to develop SEL approaches and their understanding of the complex needs of children.	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 in Primary Schools EEF	1, 2 and 5
Enhancement of English teaching and curriculum planning in line with DFE and EEF guidance Enhancement of our maths teaching and	Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.	1, 3 and 4

curriculum planning in line with DfE and EEF guidance. • <i>Max's Marvellous Me</i> • <i>Targeted individual support</i> • <i>Rising Stars Intervention</i> • <i>White Rose Interventions</i> We will fund teacher release time to embed key elements of guidance in school and to access Writing CPD including team teaching and learning walks. (Pathways)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £69,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist speech and language support. NELI intervention TA trained to provide quality interventions. Frequent analysis of the impact of the intervention. EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils with a focus on disadvantaged pupils.	Early screening of children's speech and language identifying children below expected development. Interventions in previous years demonstrate a good impact of the chosen intervention. EEF research shows that short interventions and development of independent learning skills is a value for money support. Writing: Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.	1,2,3 and 4

One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3, 4 and 6
Targeted interventions. Targeted sessions alongside themed activity to enhance learning behaviours. CPD for Teaching Assistants to up-skill them in the development of reading skills. Precision Teaching model – Class teacher provides precision teaching for selected pupils each half term. • <i>Reading</i> • <i>Writing</i> • <i>Maths</i>	The EEF guide to the pupil premium states, “ There is strong evidence showing the impact that high-quality interventions can have on the outcomes of struggling students. The EEF states ‘ Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact’ A number of projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students’ abilities to plan, monitor and evaluate their learning: Thinking, Doing, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children. EEF research	1,2,3, 4 and 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. • <i>Monster Phonics Intervention subscription</i> • <i>Monster Phonic book purchase</i> • <i>Bug Club subscription</i>	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. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1, 2, 3, 4 and 6

Embedding strategies to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	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: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5 and 6
Reviewing current intervention strategies and providing specific training with the aim of developing academic interventions across the school. • <i>Fisher Family Trust</i> • <i>Magic Spells</i> • <i>Word Wizard</i> • <i>Write Words</i> • <i>Rapid Reading</i> • <i>Rapid Writing</i> • <i>Rapid Phonics</i> • <i>Monster Phonics</i> • <i>Superhero Spellings</i>	Both targeted interventions and universal approaches can have positive overall effects. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 3, 4 and 6

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

Budgeted cost: £63,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	2 and 5

Teach SEL skills explicitly Provide support through adults to allow children to develop: Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Referrals to counselling, therapy, and support services for individual children according to need in addition to training for current school staff Pastoral supervision and monitoring of vulnerable children and families to ensure Early Help is provided timely. To provide one to one counselling and develop emotional awareness and communication skills of our most vulnerable. Additional staff employed to support vulnerable cohorts, individuals.	Past experience has shown that there is a greater need for mental health and wellbeing support, these services have a cost attached to them. The needs of the pupils and families now extend beyond that for which school staff have training. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	2 and 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	

Total budgeted cost: £ 199,016

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 2025 to 2026 academic year.

Priority - Close the gaps in reading, writing and maths

Purchase of training and knowledge through Teaching and Learning Adviser Support.

New Literacy scheme purchased (Pathways) to provide a clear progression of skills and identify gaps in knowledge early.

New resources purchased to provide quality texts to support the literacy learning. Continuation in embedding Monster Phonics.

New intervention resources purchased through the Mathematics scheme White Rose to provide a clear progression and identify gaps in foundational skills early.

Individuals identified through pupil progress meetings and interventions delivered in small groups or one to one. Impact of these monitored by SENCO and PPG lead half termly.

During the Autumn Term all year groups provided interventions to groups of children identified through Pupil Progress meetings.

School Data shows:

Autumn Data 2025

(Percentage of PPG children achieving expected or Greater Depth)

	R	W	M
1	66.7	50.0	50.0
2	47.4	36.8	40.0
3	55.6	44.4	55.6
4	54.5	50.0	63.6
5	63.6	43.5	68.2
6	56.5	43.4	54.5

Spring Data 2026

(Percentage of children achieving expected or Greater Depth)

	R	W	M
1	66.7	50.0	50.0
2	50.0	35.0	40.0
3	55.6	44.4	61.1
4	54.5	36.4	63.6
5	70.8	54.2	70.8
6	56.5	43.5	43.5

Summer Data 2026

(Percentage of children achieving expected or Greater Depth)

	R	W	M
1	66.7	66.7	83.3
2	50.0	40.0	40.0
3	61.1	44.4	67.7
4	54.5	36.4	54.5
5	66.7	54.2	70.8
6	60.8	56.5	52.2

Training for staff has included the following pastoral interventions:

- *Bright stars*
- *Bereavement*
- *Penn resilience*
- *Brick Club*
- *Self esteem*
- *Anxiety*
- *Emotional regulation*
- *Protective behaviours*
- *My Time*
- *My World and Me*
- *Penn Resilience*
- *Homunculi*
- *Year 6 transition*

Training for staff has included the following academic interventions:

- *Fisher Family Trust*
- *Magic Spells*
- *Word Wizard*
- *Write Words*
- *Rapid Reading*
- *Rapid Writing*
- *Rapid Phonics*
- *Monster Phonics*
- *Max's Marvellous Me*
- *Rising*
- WELCOMM screening
- 4 teaching assistants hold the ELKLAN accreditation
- The NELI programme

Additional adults to support the emotional needs of individuals. The SEN Coordinator identified individuals needing additional support and worked with external professionals. This enabled a swift response to the children's requirements and allowed triggers to be dealt with.

Additional adults were employed to work and support the complex needs of individuals
Monitoring of the individuals showed improved number of cpoms incidents occurring.

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