Pupil premium strategy statement

PENNINE WAY 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	528 (+30 Nursery)
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Lindsay Burnett, Headteacher
Pupil premium lead	Lindsay Burnett, Headteacher
Governor / Trustee lead	James Issitt, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255440
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£255440

Part A: Pupil premium strategy plan

Statement of intent

Our Intent

At Pennine Way Primary School, we strive for all staff to have a deep understanding of the barriers to learning that some pupils face. Our goal is to **narrow and ultimately remove gaps in learning** that have been widened by disadvantage, the pandemic, and the social isolation experienced by some families.

Our Approach

We address these gaps through:

- **Staff Development** – improving the quality of teaching and learning.
- **Targeted Academic Support** – providing interventions where needed.
- **Wider Strategies** – supporting wellbeing and readiness to learn.

Our **Pupil Premium Strategy** runs alongside our **School Development Plan** and is underpinned by our CARE values:

Cooperation, Aspiration, Respect, and Equity.
This ensures a consistent, whole-school commitment to diminishing the disadvantage gap.

School Development Priorities

- **Achievement** – ensuring all pupils make strong progress and reach high standards.
- **Behaviour and Attendance** – fostering positive relationships and improving attendance and engagement.
- **Inclusion through Adaptive Strategies** – meeting individual needs so every child can access learning.

Wellbeing and Readiness to Learn

- We know children learn best when their **personal, social, emotional, and developmental needs are met**. Our strategy includes the support of the **Dingley Dell team**, who focus on mental health and wellbeing, ensuring pupils are ready to engage and succeed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that persistent absence impacts a significant 5 of pupils who face disadvantage with 37% of disadvantaged pupils falling below expected attendance in school.
2.	Attainment at the end of KS2 has shown a widening in the gap between disadvantaged pupils and Non-disadvantaged pupils nationally. This reflects the challenges faced by disadvantaged children in the school during school closures during the period of Year 1 and 2 (2019-2022)
3	Pupils find grasping the skills of early reading a challenge. This is impacted by lower than typical levels of speaking and listening on entry to school. This is then reflected in lower than national levels of pupils attaining the phonic screen check in Year 1 and 2.
4	On entry to school, only between 50-60% of pupils meet the varying expectations as set out in 'starting reception' guidelines. Home - Starting Reception For disadvantaged pupils this dips to 33% in some areas. This impacts their readiness to engage with the reception curriculum.
5	In Math's pupils facing disadvantaged scores on average 3 marks lower than non-disadvantaged peers. While this gap has not typically been this wide, it is important that this year group are supported to still be practicing this knowledge into Year 5. Math's outcomes in Year 6 last year showed a widening gap between disadvantaged pupils and those non disadvantaged nationally.
6	Teachers feedback that some pupils who face disadvantages often attend school needed support with being ready for the school day e.g. breakfast, equipment or needing calming time. Teachers and subject leaders identify that pupils facing disadvantages sometimes have less knowledge than their peers, particularly in areas such as history and geography. Teachers have noticed more gaming and social media exposure for those pupils who face disadvantages.
8	Pupils facing disadvantages present varying strengths and needs in terms of pupil wellbeing. A significant number of pupils have faced bereavement, exposure to domestic abuse, financial hardship including lack of food / heating and many live with adults facing mental health challenges. This is evident through referrals to the well-being team from teachers and families.

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 readiness for school for pupils in Early Years	Children identified as having gaps in skills needed to successfully access school will typically have these gaps closed with 6 months from entry.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in Early Years. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 68% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 64% of disadvantaged pupils met the expected standard. KS2 MTC average scores for disadvantaged pupils are typically in line with non-disadvantaged peers nationally.
Improved outcomes in Early Reading.	Phonics Screen Check data in 2027-2028 reflects disadvantaged pupils meeting the expected standard by the end of Year 2 in line with national averages (currently 89%)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • Qualitative data through pupil's voice showing that our pupils feel supported through our wellbeing offer.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% higher than their peers.

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: **£73500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 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	2,3,4,5
Supporting pupils through speaking and language early interventions and high quliaty vocabulary throughout the curriculum.	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	2,3
Continued engagement with the lead school and training to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle, Fairfield Primary, English Hub)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continued roll out of the Mastering Number programme into Year 4. 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).	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	5
Improve the quality of PSHE to support pupils' emotional wellbeing and reliance. PSHE approaches will be embedded into routine	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4

educational practices and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	
Use of the United Learning Curriculum to support the development of humanities subjects and Science	Improving Primary Science | EEF 01 Develop pupils' scientific vocabulary 02 Encourage pupils to explain their thinking, whether verbally or in written form 'Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.' 'Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary however research shows that lots can be done in the Early Years to avoid inequalities in children's language development.' – Exploring Language – Government Website.	3,4, 6

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

Budgeted cost: **£52000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. E.g Early Years HLTA supporting development of key expectations of school readiness.	Teaching Assistant Interventions | EEF Pupil's needing additional support are provided for both in class through adaptive teaching strategies and through targeted intervention.	2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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:	3

	Phonics | Teaching and Learning Toolkit | EEF	
Purchase of a programme 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	3
Booster sessions for KS2 Y6 pupils to support closing gaps in learning.	Extending school time | EEF Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning.	

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

Budgeted cost: **£130000**

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.	1
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.	All

Support for extracurricular experiences.	In our experience engagement in school and learning is increased by the sense of belonging and inclusion that occurs when disadvantaged pupils are supported to attend residential, extracurricular and outdoor adventurous activities. Outdoor adventure learning | EEF	All
Wellbeing Centre: This includes – our wellbeing manager working with our vulnerable families and children, staffing Dingley dell for lunch and break times, our attendance and wellbeing officer supporting our pupils with EBSA, our school counsellor and our Emotional Literacy Support Assistant developing strategies for social and emotional skills.	Parental engagement | EEF Social and emotional learning | EEF	1, All

Total budgeted cost: £255540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Pennine Way Primary School, we have carefully analysed the performance of our disadvantaged pupils over the previous academic year. This analysis draws on **national assessment data**, as well as our own **internal summative and formative assessments**.

Our findings show that disadvantaged pupils make progress during their time with us but typically start school with **lower levels of school readiness**, particularly in **speech and language development** and **self-regulation**, compared to their peers.

To understand performance fully, we compared our disadvantaged pupils' outcomes with:

- National and local averages for disadvantaged and non-disadvantaged pupils.

We recognise that these comparisons are influenced by the disruption caused by **COVID-19**, which affected pupils and schools differently.

Key Data Insights

- **Reading, Writing, and Maths Combined**
  Latest 3-year average: **51%** (National: 46%) – Close to national average
  2024/25: **37%** (National: 47%) – Below national average
  2023/24: **61%** (National: 46%) – Above national average
  2022/23: **57%** (National: 44%) – Above national average
- **Reading**
  Latest 3-year average: **63%** (National: 62%) – Close to national average
  2024/25: **57%** (National: 63%) – Close to national average
- **Writing**
  Latest 3-year average: **65%** (National: 59%) – Close to national average
  2024/25: **57%** (National: 59%) – Close to national average
- **Maths**
  Latest 3-year average: **63%** (National: 60%) – Close to national average
  2024/25: **53%** (National: 61%) – Close to national average

While these figures are broadly in line with national averages, **we are concerned that the gap is widening**, and disadvantaged pupils must remain a **core focus** of our school improvement work.

Wider Issues Identified

Our internal data and observations highlight additional challenges:

- **Higher levels of persistent absence** among disadvantaged pupils.
- **Behaviour concerns**, including increased incidents requiring repair in some year groups.
- **Wellbeing needs**, which remain significant for some pupils.

Our Response

Although outcomes in 2025 did not fully meet our expectations, we remain on track to achieve the ambitious goals set for **2027/28**, as outlined in our Intended Outcomes section. Our evaluation shows that **wellbeing support**, particularly through our **Dingley Dell team**, has had a strong positive impact.

As a result of this review, we have **refined our strategy and reallocated parts of our budget** to strengthen areas of need this academic year.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The school wellbeing team have supported the emotional needs of service children and their families.
The impact of that spending on service pupil premium eligible pupils
Due to the limited numbers of pupils receiving this support impact coud be identifiable so is not included in this statement.

Further information

Additional activity

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

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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 used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.