

# Pupil premium strategy statement – Peafield Lane Academy

This statement details our school’s use of Pupil Premium funding to help improve the attainment of our pupils eligible for pupil premium funding.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils eligible for pupil premium funding last academic year.

## School overview

Detail	Data
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 – 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lois Clarke – Head Teacher
Pupil premium lead	Amber Burke
Governor / Trustee lead	Diane Wise

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99,990

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition at Peafield Lane Academy is that all pupils, regardless of their starting points, background or individual circumstances, achieve well and make strong progress across the primary curriculum. The purpose of our Pupil Premium strategy is to secure improved outcomes for pupils eligible for pupil premium funding, including those who are already high attainers, so that they are well prepared for the next stage of their education.

We recognise that some pupils experience additional barriers to learning, including vulnerable pupils such as those with a social worker and young carers. The strategies and provision outlined within this statement are intended to remove or reduce these barriers and support pupils' academic, social and emotional development, whether or not they are eligible for Pupil Premium funding.

High-quality teaching is at the heart of our approach and is the most effective way to improve outcomes for pupils eligible for pupil premium funding. We prioritise strengthening classroom practice, particularly in areas where pupils eligible for pupil premium funding require the most support. This evidence-informed focus supports the closing of attainment gaps and ensures that all pupils, including those who are not disadvantaged, benefit from consistently strong teaching. We expect pupils' attainment to be sustained and improved across the school, alongside accelerated progress for disadvantaged learners.

Our approach is informed by accurate assessment and a secure understanding of pupils' needs. We respond to both shared challenges and individual barriers to learning, rather than making assumptions about disadvantage. The strategies adopted work together to support pupils to succeed and are regularly reviewed to ensure impact.

To ensure effectiveness, we will:

- maintain high expectations and provide appropriate challenge for pupils eligible for pupil premium funding
- identify pupils' needs early and provide timely, targeted support
- promote a whole-school culture in which all staff take collective responsibility for pupils eligible for pupil premium funding progress and outcomes.

Principles:

- We ensure the quality of education enables all pupils to learn well and achieve
- We identify and address the barriers faced by pupils from vulnerable groups, including those who are socially disadvantaged

- We recognise that not all pupils eligible for free school meals are socially disadvantaged
- We also recognise that some socially pupils eligible for pupil premium funding may not be eligible for free school meals and therefore retain the flexibility to use Pupil Premium funding to support any pupil or group of pupils the school has identified as experiencing disadvantage, to improve outcomes

## Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for pupil premium funding.

Challenge number	Detail of challenge
<b>1 - Vocabulary</b>	Language Acquisition – levels of oracy remain below that expected on entry to early years and exposure to high level vocabulary.
<b>2 - Attainment</b>	Stamina and readiness for writing, spelling and handwriting, result in gaps in attainment and progress. There is work to do to ensure that they are fully closed between disadvantaged and non-pupils eligible for pupil premium funding. This will be a key focus as part of this 2-year plan.
<b>3 - Early reading</b>	Exposure to high quality reading materials and attitudes to home engagement result in gaps in attainment and progress. We also understand the importance of reading for pleasure and the benefits this provides children through their early development and throughout their education. We aim to improve our culture of reading, especially for some of our most pupils eligible for pupil premium funding who may not enjoy reading presently.
<b>4 - Pastoral support</b>	A number of pupils presenting with increased social and/or emotional needs are impacting upon their readiness to learn, across the school. This is impacting their management of emotions and behaviour. A number of families require pastoral support to overcome the barriers caused by financial difficulties and their own mental health.
<b>5 - Attendance</b>	Attendance figures from the last academic year show that pupils in receipt of pupil premium funding did not attend school regularly enough (90%) when compared to other children (94.48%) and the percentage of persistent absentees was also significantly higher in those eligible for PP compared to those who were not eligible.

	Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016). Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.
<b>6 – MTC</b>	Gaps in multiplication knowledge, evident from our most recent MTC statutory assessment. We aim to close the gap between disadvantaged and non-pupils eligible for pupil premium funding.

## 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 language and vocabulary acquisition and levels of oracy.	<ul style="list-style-type: none"> <li>• Children have an increased level of spoken language, through my turn your turn.</li> <li>• Classroom environments will be vocabulary rich with tier 2 and tier 3 words and children will be signposted to them regularly – alphabetical on the wall to help with cognitive load.</li> <li>• Speech and language referrals are made by the school SENCO and/or class teacher where applicable.</li> <li>• Speech and language interventions are performed by teaching support staff to develop language acquisition.</li> <li>• Each class read a class story (ambitious text) to provide access to a wider range of vocabulary.</li> <li>• English teaching sequence allows for ambitious vocabulary to be taught. The use of two immersion lessons introduces children to vocabulary ready for the English teaching sequence.</li> </ul>
To increase the attainment and accelerate the progress of our children in receipt of pupil premium funding, in writing by raising	<ul style="list-style-type: none"> <li>• Classroom environments and lesson design support children in</li> </ul>

<p>standards of teaching so that more children achieve age-related expectations or greater depth.</p>	<p>receipt of pupils eligible for pupil premium funding to develop confidence in writing and use of vocabulary.</p> <ul style="list-style-type: none"> <li>• Writing attainment for pupils eligible for pupil premium funding at the end of KS2 is in line with national.</li> <li>• Reading, writing and maths combined attainment for pupils eligible for pupil premium funding is in line with national.</li> <li>• An increased proportion of children in receipt of pupils eligible for pupil premium funding achieve age related expectations or greater depth in writing. Children are given the opportunity to write across the curriculum, including through enquiry-based learning.</li> <li>• Consolidation of 'No Nonsense' phonics scheme across the school results in improved PSC scores.</li> <li>• Handwriting and spelling are taught at least 3 times per week resulting in improved GPS outcomes by the end of KS2.</li> <li>• Staff Training has taken place to embed planning and delivery of writing sequence- resulting in improved teaching and learning.</li> </ul>
<p>To improve wellbeing and participation of all pupils, including our pupils eligible for pupil premium funding by fostering a greater sense of community and belonging.</p>	<p>Through student voice, family surveys and observations to identify improvements in wellbeing and feeling more involved in Peafield Lane School community. An increase in children's attendance at enrichment activities across the school and attendance on trips.</p>
<p>To improve attendance for all children across the school, with particular focus on</p>	<p>The % of children with persistent absence will reduce and will be above the national</p>

our most pupils eligible for pupil premium funding with the lowest attendance.	average and closer to the school target of 97%. The attendance gap will be closed between our disadvantaged and non-pupils eligible for pupil premium funding.
To increase the attainment and progress of our children in receipt of pupil premium funding, in multiplication by enabling children to achieve a 'pass' (25/25) in their Year 4 MTC check.	<ul style="list-style-type: none"> <li>• Data shows gap is narrowed between PP and non-PP children achieving a 'pass' (25/25) in their MTC.</li> <li>• Children are receiving regular intervention and records show a clear improvement in retention of multiplication tables.</li> <li>• Children in receipt of PP are regularly accessing TTRS.</li> <li>• Children in receipt of PP are given access to iPads and laptops in school as they may not have access to these in school</li> <li>• Children in receipt of PP are regularly achieving top scores on TTRS and are celebrated using Class Dojos, stickers and assemblies</li> <li>• Maths Lead to monitor scores across school and set up regular interventions based off this.</li> </ul>

## 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: £46,792.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching	1,2,3,6

	<p>makes more difference to learning than any other factor within school. High quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. This is underpinned by the 'Quality First Teaching Document' EEF</p>	
<p>Lesson design/model in place to support granular learning and promote learning in the long-term memory.</p>	<p>Rosenshine's Principles of Instruction have influenced our lesson design. As has Sweller's Cognitive Load Theory.</p> <p><a href="https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InsructionRosenshine.pdf">https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InsructionRosenshine.pdf</a></p>	1,2,3,6
<p>No-nonsense phonics is consolidated – including CPD and a specialised practitioner providing the CPD.</p>	<p>The "Letters and Sounds" handbook used to teach phonics in primary schools is "not fit for purpose" and will no longer be a "validated" programme from 2022, the government has said. Last month, the Department for Education said the 2007 handbook had never been a "full" systematic synthetics phonics (SSP) programme. In July 2021, the Phonics International programme was re-validated by the DfE as a full SSP programme, and the No Nonsense Phonics programme was also validated as a full SSP programme.</p>	2,3
<p>Continued strengthening of an enquiry-based, knowledge-rich curriculum that enables pupils to know and remember more over time with a key focus on enquiry and vocabulary. Work continues to improve working walls as a supportive learning tool for children.</p>	<p>Why we need a knowledge based curriculum.</p> <p><a href="https://parentsandteachers.org.uk/wpcontent/uploads/2019/03/Why_we_need_a_knowledgebased_curriculum.pdf">https://parentsandteachers.org.uk/wpcontent/uploads/2019/03/Why_we_need_a_knowledgebased_curriculum.pdf</a></p> <p>What is a Knowledge Rich Curriculum?  <a href="https://impact.chartered.college/wpcontent/uploads/2018/03/Sherrington-Article.pdf">https://impact.chartered.college/wpcontent/uploads/2018/03/Sherrington-Article.pdf</a></p>	1,2,6
<p>Continued training of staff to develop expert subject</p>	<p>Effective Professional Development – EEF. Effective professional</p>	1, 2, 3, 6

knowledge and subject leadership throughout the curriculum.	development plays a crucial role in improving classroom practice and pupil outcomes – quality first teaching	
Professional CPD including trust-wide network meetings and moderations for staff to stay up to date with current guidance.	CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. <a href="https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/">https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</a> <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</a>	1,2,3
English Lead and early reading lead to provide CPL and coaching for teacher	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. We have found CPL and coaching effective in school with an impact on outcomes for pupils.	1,2,3
Classrooms and communal areas of school are language rich environments	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum	1,2,3
Assessment procedures highlight gaps in learning to inform high-quality first teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy EEF	2,3,6

Effective assessment in place across the curriculum to ensure children know more and remember more	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherheadconsulting, UK	2,3,6
FFT aspire targets used to provide ambitious targets for all pupils	Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	2,3,6
Zones of Regulation is rolled out across the whole school as a tool to support pupils in expressing their emotions	<p>This improves wellbeing and also increases self-esteem. In turn, this impacts upon school attendance. The Zones of Regulation is an intervention that helps children learn to identify and regulate their emotions. Some of the benefits of the Zones of Regulation are:</p> <ul style="list-style-type: none"> <li>• The ability to recognise when emotions are becoming overwhelming and use calming strategies effectively</li> <li>• Improved concentration, attention, and academic progress in education</li> <li>• The ability to cope with high levels of emotion and respond to situations in an expected way</li> <li>• The ability to move through different zones throughout the day and improve self-control</li> </ul>	4

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

Budgeted cost:

£36,319.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics Interventions	<p>The average impact for reducing class size is around six-month additional progress in primary schools over the course of an academic year (EEF – One-to-One tuition).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2,3
1:15 Phonics Group Teaching	<p>The average impact for reducing class size is around 1-month additional progress over the course of an academic year (EEF – Reducing Class Sizes)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,2,3
NELi Early language intervention	<p>Children who take part in the NELi program make on average 4 months of addition progress in oral language skills. This increases to 7 months for children on free school meals. This is a DFE funded programme</p>	1
Behaviour, social and emotional support: Family Support Worker to support the most socially and emotionally vulnerable pupils eligible for pupil premium funding by giving them opportunities to talk, to understand and make sense of different situations. Availability of nurturing and resilience building.	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	4
SALT Interventions	<p>Children in receipt of speech and language therapy improved their understanding of spoken and written</p>	1, 2

	vocabulary which supports academic development.	
Booster Interventions Additional small group teaching provided after school.	Research by the Education Endowment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3
Reading Unlocked through Dyslexia Gold enables pupils to have an individualised programme designed for them based on assessment.	Dyslexia Gold enables all your staff to become as effective as a reading specialist. It goes beyond phonics to reach the pupils that phonics leaves behind. Provides a personalised intervention to meet each pupil's specific learning needs.	1,2,3
Children eligible for Pupil Premium funding will be prioritised for feedback across the curriculum (including feedback on self-regulation and metacognition)	EEF+6 Feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on pupils eligible for pupil premium funding and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,5
Pre and post teaching sessions for targeted children	EEF+6 Feedback Pupils respond well to specific and individual feedback. EEF+7 Metacognition and self-regulation-pupils able to articulate learning needs pre and post session. EEF+4 small group work which enables the teacher to give increased support to vulnerable pupils.	1,2,5

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

Budgeted cost:

£16,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools Activities	Outdoor Adventure Learning might provide opportunities for pupils eligible for pupil premium funding to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	4,5
Support to access extracurricular activities and music tuition, including Rock Steady	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF	4,5
A designated member of staff who is trained in mental health	Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – EEF.	1,2,3,4, 5
The school subsidises 25% of all residential, trips and visits for pupils eligible for pupil premium.	One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for pupils eligible for pupil premium funding’ (published in 2012)	4,5
Use of ELSA Support and ELSA sessions.	EEF – Supporting Pupils Social and Emotional Needs Social and emotional	1,2,3,4,5

	<p>learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
Behaviour Mentor / Family Support Worker to provide targeted support for children and families	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)</p>	1,2,3,4,5,6
Attendance management plans to be implemented where appropriate by the Behaviour Mentor/Family support /attend	<p>Attendance and Attainment correlation  <a href="https://schoolleaders.thekeysupport.com/pupils-andparents/absence-and-attendance/strategies-for-managingattendance/research-into-how-attendance-can-impact-attainment/Improving Attendance">https://schoolleaders.thekeysupport.com/pupils-andparents/absence-and-attendance/strategies-for-managingattendance/research-into-how-attendance-can-impact-attainment/Improving Attendance</a>  <a href="https://www.gov.uk/government/publications/improvingattendance-at-school">https://www.gov.uk/government/publications/improvingattendance-at-school</a></p>	1,2,3,4 5,6
Year 6 children to receive subsidised CGP Workbooks for all pupils in reading, writing and maths	<p>"Pupils eligible for free school meals typically receive additional benefits from homework." – EEF</p>	1,2,3,4
Nurture dinner support group – friendship and social skills	<p>Interventions to address non-academic barriers to learning – EEF.</p> <p><a href="#">Schools identify low literacy skills and poor attendance as the...   EEF</a></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	1,4,5

Provision of 1 free extracurricular club per term	National College: 'Research has shown that these interventions can have a significant impact on the wellbeing and social mobility of pupils eligible for pupil premium funding. For example, extracurricular activities have been shown to improve the confidence and self-esteem of pupils eligible for pupil premium funding, whilst mentoring and coaching have been shown to improve their social and emotional skills.'	4,5
---	--	-----

Total budgeted cost: £99,990

## Part B: Review of the previous academic year 2024/2025

### Outcomes for pupils eligible for pupil premium funding

Impact of Pupil Premium Spending 2024–2025

#### 1. Language Acquisition and Vocabulary Development

Classrooms continued to promote a vocabulary-rich environment, supporting pupils' language development across the curriculum. Where staffing was stable, targeted approaches such as teacher-led language modelling and focused support had a positive impact, with pupils demonstrating increased confidence in using subject-specific vocabulary. This highlights the effectiveness of these strategies and provides a strong foundation for more consistent implementation moving forward.

#### 2. Writing Outcomes and Attainment

Phonics outcomes at Key Stage 1 were a notable strength, reflecting the secure foundations being established in early reading and writing. Across Key Stage 2, writing progress for Pupil Premium pupils was more variable, influenced by changes in staffing that affected continuity in handwriting and greater depth writing. Encouragingly, individual pupils made measurable gains, and these successes will inform more targeted and consistent approaches next year to further close the attainment gap.

#### 3. Reading Progress

A range of reading interventions, including Reading Unlocked and FFT Reading Mentors, were introduced to support Pupil Premium pupils. Key Stage 1 pupils benefitted particularly well from additional phonics and reading practice, leading to improved engagement and early outcomes. While progress across the wider cohort was uneven, the introduction of these interventions has provided a strong framework on which to build, alongside improved tracking systems planned for the coming year.

#### 4. Social, Emotional and Mental Wellbeing

Supporting pupils' wellbeing remained a key priority. The whole-school implementation of Zones of Regulation showed positive early impact, especially where adults consistently modelled and reinforced strategies. ELSA provision continued to be highly valued by pupils, with those accessing regular support reporting improved emotional awareness and self-regulation. High demand highlighted the importance of this provision and has informed plans to increase capacity where possible.

#### 5. Attendance

Improving attendance for pupils eligible for Pupil Premium remained a central focus,

supported by attendance plans and strengthened family engagement. While overall attendance remained below national expectations, the school recognises the complexity of barriers faced by families and continues to work proactively with parents and external agencies. Plans are in place to develop more intensive and consistent follow-up to support improved attendance outcomes.

#### **6. Multiplication Knowledge and MTC Outcomes**

Interventions to support multiplication fluency, including Times Table Tutor and TTRS, were implemented and showed encouraging signs of impact for pupils who accessed regular support. Year 4 MTC outcomes reflected small but positive gains, reinforcing the value of these approaches. Ensuring consistent delivery will be a key priority in the next academic year to further strengthen outcomes for the Pupil Premium cohort.