



Pupil Premium Strategy 2025-2026 & Impact Review 2024-2025

School Overview – Data (Nov 25)	
Number of children in school	616
Proportion (%) of pupil premium eligible children	204 children = 33.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date this statement was reviewed	November 2025
Date on which it will next be reviewed	July 2026
Statement authorised by	Warren Harrison
Pupil Premium Lead	Olivia Cain
School Overview – Funding	
Pupil premium funding allocation this academic year (2025-2026)	£309,060
Pupil Premium Grant Summary	
<p>The pupil premium (PP) grant is funding allocated to schools to narrow the attainment gap between disadvantaged pupils and their peers and to improve the educational outcomes for disadvantaged pupils.</p> <p>The following groups are eligible for PPG:</p> <ul style="list-style-type: none"> • pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF). • children looked after by local authorities, referred to as looked-after children. • children previously looked after by a local authority or other state care, referred to as previously looked-after children. <p>Pupil Premium Plus (PP+) refers to the portion of the PP grant allocated to children who are considered LAC or PLAC. Service Pupil Premium (SPP) is additional funding for schools with pupils who have parents serving in the armed forces. It has been combined into pupil premium payments to make it easier for schools to manage their spending.</p> <p>Rates for 2025-26:</p> <ul style="list-style-type: none"> • £1515pp - Primary-aged pupils recorded as FSM Ever 6, including eligible NRPF pupil. 	

- £2630 - PLAC and LAC
- £350 - Eligible service children in year groups Reception to year 11

The ESFA will pay the PP grant directly to academies in quarterly instalments: July 2025, October 2025, January 2026 and April 2026.

PP funding is not a personal budget for individual children. All spending should take account of the specific needs of eligible pupils, support eligible pupil cohorts and deliver the objectives outlined. Schools may use a portion of PP grant funding to support pupils who do not meet any of the PP grant eligibility criteria where they deem it beneficial to do so, e.g. to support other pupils with identified needs, such as pupils who have or have had a social worker, or pupils who act as a carer. It can also be used for whole class approaches, for example high-quality teaching, which will also benefit non-disadvantaged pupils.

The 'menu of approaches'

To ensure that the PP grant is focused on effective approaches to raising the educational attainment of disadvantaged pupils, schools must use their PP grant in line with the 'menu of approaches' set out by the DfE.

Schools must allocate their spending across three tiered areas:

- Developing high-quality teaching for example through professional development and recruitment and retention.
- Providing targeted academic support such as one-to-one or small group tuition.
- Tackling non-academic barriers to academic success such as difficulties attendance, behaviour and SEMH needs.

Schools are not required to allocate PP grant to every approach on the menu, but any activity funded by the PP grant must fall under one of the approaches listed.

Part A: Pupil Premium Strategy Plan

Statement of Intent

At The Premier Academy, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable children, such as those who have a social worker or who are 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 children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education progress and recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

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 children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.
- ensure high expectations and high-quality teaching and learning opportunities are provided to all.
- utilise pupil premium funding effectively to ensure our learners needs are met and they make accelerated progress.

3-year Priorities

- Narrowing attainment gap between PP children and non-PP.
- PP learners have access to curriculum beyond the classroom.
- Improve the SEMH of PP children and their families.
- Improve attendance of PP learners.
- Improve the progress made by PP learners.

3-year Objectives

- Provide the highest quality teaching and learning to enable PP learners to succeed and narrow the attainment gap.
- Ensure all learners achieve their potential. For PP learners to make accelerated progress across the curriculum.
- Increase the opportunity for learning outside of the classroom.
- Provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips learners with the knowledge and cultural capital they need to succeed in life. This also supports learners' wellbeing.
- Ensure that the attendance of PP learners is more in line with the non-PP children and the national average for similar schools.

Identified Challenges / Barriers 2025-2026

We are aware that disadvantaged children may face different barriers to their learning which may stem from home circumstances, gaps in their learning, attendance, undiagnosed special needs, suspension/exclusion, or their social and emotional wellbeing. The Academy works swiftly to identify any underlying issue and uses the funding to remove barriers alongside raising educational attainment for the individual child.

1. Outcomes in core subjects with a particular focus on those children who are disadvantaged, SEND and EAL.
2. Vulnerable families and children requiring targeted support to meet academic standards and good levels of development: academically, emotionally and socially.
3. Lack of wider experiences e.g. access to suitable reading books, visits to places of interest, sporting activities, external community groups.
4. Attendance among disadvantaged and hard to reach families and children.

Intended Outcomes and Success Indicators

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.

1. **Raised standards of spelling including transition from phonics focused approach in KS1 and extend quality of subject related writing by embedding the application of spelling, punctuation and grammar across all writing activities in all subjects.**
 - 85%+ of Year 1 children pass the Phonics assessment each year.
 - 76%+ (2025) and 77%+ in 2026 of EYFS children achieve good level of development by the end of the year.
 - 70%+ of children achieving in-line with or exceeding age-related expectations in end of year assessment checks.
 - End of Key Stage 2 outcomes continue to demonstrate well above national average outcomes.
2. **Improved and sustained emotional literacy for all children, particularly our disadvantaged.**
 - Sustained high levels of emotional literacy demonstrated in qualitative data from student voice, student/teacher observations, small group intervention feedback and external feedback such as through SALTAP Magic Words, MHST, Making Connections Trauma Informed Approach.
 - Adults consistently using Zones of Regulation as a way of de-escalating and supporting children that are 5 showing a diminished resilience and engagement with school both academically and pastorally.
 - All children confidently talk about the zone they are in and share with their class teacher / key adults how they are feeling so that they are able to engage with school in a positive way.
 - Families requiring additional support beyond school receive this through effective working relationships with external agencies such as Targeted Early Help, Family Centres, MHST.
2. **Sustained positive parental engagement.**
 - Sustained high participation of parental engagement from demonstrated by:
 - 100% parental attendance at parent consultations evenings.
 - Minimum of 1 parental engagement school event each half term with a specific focus on inviting Pupil Premium parents and open to all parents.
 - Parents/carers approached directly for enrichment opportunities.

- Wider opportunities for parental engagement through open coffee mornings covering a range of topics including online safety, phonics, early maths, ESOL.
 - Parent governor seeks and shares views with the Academy in order to enhance parent/school relationships.
- 3. Improved aspirations, enrichment and extended opportunities attendance among disadvantaged pupils.**
- Sustained high levels of aspirations demonstrated in qualitative data from pupil voice, student/teacher observations:
 - A mixture of external and internal enrichment opportunities.
 - Exposure to people from different careers, backgrounds and cultures.
 - Links with key entities in the community police, firefighters, parish council, mayor, local residents etc.
 - Pupil Premium children targeted for extra-curricular clubs with 1:1 conversations with children and parents to ensure they are accessing these and providing support as needed.
 - Pupil Premium children first to be selected for extra small group experiences.
 - A wide range of educational visits and opportunities locally and cross-curricular activities. These can be subsidised/discounted for our Pupil Premium pupils. Enabling Pupil Premium pupils to be included and have these valuable and memorable experiences.
- 4. Achieve and sustain improved attendance for all children, particularly our disadvantaged children.**
- The attendance of the whole school is broadly in line with attendance nationally.
 - The attendance gap of non-pupil premium children with pupil premium children is narrowed (measured by weekly attendance data and impacted by follow up actions).
 - The number of pupil premium children who are persistently absent has fallen to less than 20% of the pupil premium cohort.

Activity In This Academic Year (2025-2026)

Teaching (e.g. CPD, recruitment and retention)

Allocated budget = £200,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Rigorous, structured CPD programme including mentoring, coaching and monitoring for teachers and support staff.</p> <ul style="list-style-type: none"> • Mentoring and/or coaching, with vulnerable children focused on specifically and for particularly: trainee teachers, early career teachers and leadership development across the school via NPQs <p>Aims:</p> <ul style="list-style-type: none"> • High quality teaching and learning is taking place with PP in mind. 	<p>EEF evidence indicates that 'great teaching is the most important lever schools have to improve pupil outcomes.' Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all, particularly the most disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching - EEF High Quality Teaching</p> <p>Subject leaders have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their</p>	<p>All</p>

<ul style="list-style-type: none"> • Subject leaders confidently monitor subject delivery and outcomes. • Impact on learning for PP children is clear and can be articulated by subject leaders, class teachers and support staff. 	<p>work, a subject leader ensures that practices meet the needs and aspirations of all, and raise standards of achievement in school. A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning and develop future priorities and targets for the subject. They also monitor the effectiveness of the teaching and its impact on children.</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>The Importance of Strong Subject Leadership Juniper Education</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Teacher-professional-development.pdf?v=1732627828 – EEF What are the characteristics of effective teacher professional development?</p> <p>Teaching assistants comprise over a quarter of the workforce in mainstream schools in England. A key reason for increasing the number of TAs was to help deal with problems with teacher workloads. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium. A combination of these factors presents an excellent opportunity for improvements in practice, with such a large and already committed resource in place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Making the best use of teaching assistants – EEF</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There is a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early</p>	
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	<p>Career Framework and the National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. NPQs help to create an 'expert' within the field in order to enhance teaching practice in the setting and support teacher retention.</p> <p>National Education Union – NPQs for Leaders https://neu.org.uk/advice/member-groups/leaders/middle-leaders/npqs</p> <p>https://teaching.blog.gov.uk/2022/09/30/four-reasons-to-take-an-npq-this-year/</p> <p>DfE - reducing school workload</p>	
<p>Develop robust, bespoke maths planning to enhance teaching, focusing on closing the gaps in attainment, with due regard for DfE and EEF guidance.</p>	<p>Maths Lead to develop, embed and monitor the progressive maths curriculum to ensure children's component gaps have been identified and closed to achieve the planned composite of each unit of work.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics in primary schools - GOV.UK (www.gov.uk) Improving Mathematics in Key Stages 2 and 3 – EEF</p> <p>https://educationendowmentfoundation.org.uk/early-years/maths/maths-everyday-routines - EEF Integrating maths into everyday routines</p> <p>https://educationendowmentfoundation.org.uk/early-years/maths/use-manipulatives-and-representations-to-develop-understanding - EEF Use manipulatives and representations to develop understanding</p>	<p>1</p>
<p>Continued used of dialogic activities across the curriculum to support children's ability to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Positive findings relating to dialogic teaching and confidence levels and engagement amongst PP children. Evidence to support that dialogic teaching improves progress in Maths and English.</p>	<p>1 and 2</p>

	<p>EEF – Dialogic Teaching https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf - Rosenhine’s 10 Principles of Instruction</p>	
<p>Strategy of first check ins and live feedback e.g. class teachers and support staff check in with PP children in class during lessons first to ensure the child is on task, understanding the learning taking place as well as knowing next steps that are needed in order to improve and succeed.</p>	<p>‘Feedback is only as effective as its timing and relevance’ - EEF, feedback is one of the most impactful interventions for improving pupil progress- especially when it is timely and specific. Live marking offers exactly that.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback - EEF Teacher Feedback to Improve Pupil Learning</p>	1, 2, 3
<p>Embedding use of literacy and cognitive assessment tools such as Salford Sentence Reading and Comprehension, LASS.</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</p> <p>EEF - The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</p> <p>Ofsted identified successful schools use assessment to identify precise gaps in a pupil’s phonic knowledge. Extra daily teaching, as well as help during the phonics lesson itself, focuses on these gaps.</p>	1, 2 and 3
Targeted Academic Support (e.g. tutoring, 1:1 support, structured intervention)		Allocated Budget: £70,000
Activity	Evidence that supports this approach	Challenge number addressed
<p>Small group targeted tuition groups (in addition to normal school hours).</p>	<p>Intensive support can aid pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p>	All

	Teaching Assistant Interventions EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Small group tuition to target individual learning needs (within normal school hours).	The EEF has found that small group tuition has the impact of 4 months progress over a year and is therefore a highly effective intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition - EEF - One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition - EEF Small group tuition	1, 2 and 3
Embed structured 'keep up' phonics teaching sessions across school daily.	All staff will receive high quality CPD. Keep up sessions will take place daily for children who need additional intervention. Whole class teaching of main sessions will be maintained. The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) Literacy EEF (educationendowmentfoundation.org.uk)	1 and 2
Embed use of Numbots in Key Stage 1.	To develop understanding, recall and fluency in mental addition and subtraction to support children in Key Stage 1 move from counting to calculating – developing a platform for Key Stage 2 arithmetic skills.	1
Targeted emotional literacy interventions groups and 1:1 sessions including: Zones of Regulation	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) The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1 and 2

	Social and emotional learning EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send - EEF SEN in Mainstream	
Wider strategies (e.g. related to attendance, behaviour and SEMH)		Allocated Budget: £39060
Activity	Evidence that supports this approach	Challenge number addressed
Embed the Attendance Plan; robust attendance monitoring; attendance incentives at targeted families; communication to staff, parents and children as to why attendance matters and impact of poor attendance.	Research has shown that poor attendance is linked to poor academic outcomes (Balfanz & Bynes,2012; London et al 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. (Gottfried,2014;Baker,Sigmon & Nugemnt,2001) Working together to improve school attendance - GOV.UK (www.gov.uk) https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	4
Address persistent absences with processes set out in the attendance policy and plan.	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents - EEF Working with Parents to Support Children’s Learning	4
Offer financial support to PP families to ensure all PP children have the opportunity to participate in all school trips, including residential trips. Continuation of prioritising Pupil Premium children for clubs and supporting widely as necessary. Pupil voice of the Pupil Premium children to ensure clubs and activities they are interested in are on offer.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) “Cultural capital is the essential knowledge that children need to prepare them for their future success” (Ofsted Inspection Handbook) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF – Arts Participation	4

Part B: Review of the previous academic year (2024-2025)

Our Pupil Premium strategy is structured as a three-year cyclical plan, subject to annual review to ensure continued relevance and impact.

How is it measured?

Impact is measured through a range of qualitative and quantitative indicators. Learning walks, pupil progress meetings, internal and external scrutiny all demonstrate strong provision and effective practice for Pupil Premium pupils.

Emotional assessments indicate positive developments in pupil wellbeing, while enrichment opportunities are increasingly accessed by Pupil Premium pupils.

The following summary outlines key findings and areas for continued focus, forming the basis for strategic planning and intervention moving forward:

In 2025, 32% of pupils at the end of Key Stage 2 were considered disadvantaged (eligible for pupil premium funding) in England. At TPA 41.25% of the Year 6 cohort were disadvantaged.

Data

In reading, writing and maths (combined), nationally 47% of disadvantaged pupils met the expected standard in 2025. The attainment gap between disadvantaged pupils and their peers remained stable with a slight increase in the disadvantaged gap index from 3.13 in 2024 to 3.14 in 2025.

At TPA 87% of our disadvantaged children achieved EXS – which is above national average, whilst 16% achieved GDS across the three areas, compared to 3% nationally. This data is testament to the success of the interventions and additional support put in place for our disadvantaged children.

In Reception, of our disadvantaged children, 71% achieved GLD, national average was 51%.

In Year 1 phonics screening, 83% of our disadvantaged children passed compared to 67% nationally. 91% of non-PP children passed at TPA compared to 84% nationally. Our PP children achieved broadly in-line with the national non-PP data.

In the Year 4 MTC nationally the mean score was 21 compared to 22.7 at TPA.

Based on all the information above, we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Attendance

Non-PP attendance for last academic year (24/25) was 96.25%, an increase on the previous year. (NA 93.9%). Whereas children who are in receipt of Pupil Premium had an attendance of 93.2% (NA 89.4%).

Members of the pastoral support team, led by the Attendance Officer, have worked closely with the families of disadvantaged pupils to offer guidance and support to better improve any levels of absenteeism. These interventions have had a very positive impact upon attendance as TPA is broadly in-line with

national data. Moving forward, the Academy will continue to monitor pupil premium attendance levels and work closely with our disadvantaged families should the need arise.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the degree of impact. Where objectives were met, our focus has changed, these changes are reflected in our SIP. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, children and teachers, in order 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 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.