

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2021 to 2024 academic years funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Pegswood Primary School
Number of pupils in school	134 (R-Y6)
Proportion (%) of pupil premium eligible pupils	50 pupils (37.3%) (R-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Waterfield
Pupil premium lead	Andrew Waterfield
Governor lead	Elaine Skinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 205
Pupil Premium for Cared For children	£1,495
Service Pupil Premium	£700
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	£73, 400

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and well-being to enable them to access learning at an appropriate level

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered.
- Pupil premium funding will be allocated following a needs analysis.

Achieving these objectives

The range of provision the Governors consider making for this group include, but not exclusively:

- Ensuring all teaching is good or better thus ensuring quality first teaching for all pupils
- To ensure our curriculum is matched to the needs of our learners, including addressing any gaps identified, through diagnostic assessment and detailed tracking and analysis
- To ensure our PP pupils are at least on track for expected progress from their starting points by providing interventions and targeted support
- To ensure we are supporting our pupils emotional and social well-being needs through Nurture sessions where needed
- To enable access to a wider curriculum through supporting payment for activities, educational visits and transportation.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupil premium children also have additional needs, including academic, social and emotional needs, which restricts the child's readiness to learn (64%). Support has increased and more children and families are needing and accessing support.
2	Narrowing the attainment gap across Reading, Writing and Maths. Our assessments and observations indicate that the attainment of many of our disadvantaged children is still below those deemed to be not disadvantaged.
3	Attendance and punctuality for some disadvantaged children is a barrier to learning and to well-being. Disadvantaged children's attendance in 2024/25 was 2.9% lower than that of non-disadvantaged children, although the gap continues to be reduced.

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
Attainment and progress in Reading	To achieve national average standards and progress scores or better in KS2 reading. KS2 reading outcomes in 26/27 show an improving trend for our disadvantaged children.
Attainment and progress in Writing	To achieve national average standards and progress scores or better in KS2 writing. KS2 writing outcomes in 26/27 show an improving trend for our disadvantaged children.
Attainment and progress in Maths	To achieve national average standards and progress scores or better in KS2 maths. KS2 maths outcomes in 26/27 show an improving trend for our disadvantaged children.
Achieving expected standards in phonics	For Year 1 pupil premium pupils to achieve the expected standard in the national phonics screening test year on year.
To ensure high levels of attendance and to sustain this	To ensure attendance of disadvantaged pupils is in line with our school target of 95+%.
To support emotional and social well-being needs	Pupil premium children are ready to learn and supported emotionally. Student and parent voice feedback.

Activity in this academic year (2025 to 2026)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 10 000 (Approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed new phonics scheme	EEF (+5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading which in turn impacts positively on the self-esteem, particularly of disadvantaged children.	2
KS2 catch up phonics to be embedded, monitored and impact reviewed.	As above	2
Independent online targeted reading through E-Book library with comprehension.	EEF (+6 months) Reading comprehension activities are proven to have a high impact on pupil understanding and when used alongside phonics it is a crucial element of early reading instruction.	2
Ensure all staff have the relevant phonic training with the new phonics scheme.	EEF (+5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading which in turn impacts positively on the self-esteem, particularly of disadvantaged children.	2
CPD opportunities		2

Targeted academic support**Budgeted cost:** £15 000 (Approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued targeted phonics support. Tas & Teachers	EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.	2
Additional TA support for disadvantaged children with speech & language needs.	EEF (+5 months) Targeted one to one support has been evidenced at being very effective at improving pupil outcomes.	2
Targeted nurture for those children in need.	Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focussing directly on the academic or cognitive elements of learning.	1,3

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

Budgeted cost: £49 000 (Approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use apprentice teaching assistants and teaching assistants in Reception, KS1 and in KS2 to provide targeted additional support, consolidation and challenge to specific groups of identified children.	EEF (+4 months) Teaching assistant intervention, when deployed in a targeted manner can provide a large positive impact on the children.	1, 2
The use of the deputy HT to be available for 30 minutes each morning to facilitate any family's troubled start to the day, attendance issues and attendance meetings with parents.	EEF (+4 months) Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. By having a member of staff present in the mornings to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children's learning or their self-regulation.	1,2,3
Release time for our SENDCos to work with the families of disadvantaged children through Early Help Assessments and other methods.	EEF (+4 months) The children will benefit from the regular multi-agency meetings that address the children and family's needs when in crisis or needing extra support. This will ensure that the vulnerable children and their families have support to access the things they need which may include support for social, emotional, health, financial or housing needs. This will help to ensure that children are supported and provided with the best chance possible to have a healthy, happy and successful life.	1, 2, 3
To subsidise swimming for Years 3,4,5 & 6	To support our community with the cost of swimming lessons and transport to ensure pupils benefit from attending.	
To subsidise transportation costs and the partial cost of trips and events.	To support our community with the cost of school trips/ activities to ensure pupils benefit from enrichment activities and wider experiences.	1, 3

Total budgeted cost: £74,000 (Approx)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessment data during 2024/25 showed that the following percentage of disadvantaged pupils who made progress from their starting points:

93.3% made progress in reading,

93.3% made progress in writing,

97.8% made progress in maths,

100% made progress in phonics (both in Year 1 and Year 2)

Early Years

- 53.8% of all pupils in the cohort achieved a GLD at the end of Reception (13 children)
- 50% of the disadvantaged pupils in this cohort achieved a GLD at the end of Reception.

Year 1

- 75% of pupils achieved the expected standard in the phonics screening check.
- 60% of disadvantaged pupils achieved the expected standard in the check. One disadvantaged pupil did not sit the check.

Year 2

- 79% of pupils in the cohort achieved the expected standard in reading at the end of Y2, including 7% at greater depth.
- 67% of disadvantaged pupils in the cohort achieved the expected standard in reading at the end of Y2.
- 62% of children in the cohort achieved the expected standard in writing at the end of Y2.
- 50% of disadvantaged pupils in the cohort achieved the expected standard in writing at the end of Y2.
- 72% of disadvantaged pupils in the cohort achieved the expected standard in maths at the end of Y2.
- 58% of disadvantaged pupils in the cohort achieved the expected standard in maths at the end of Y2.

At the end of Year 2, 70%. Although 30% of pupils didn't achieve the check, they all made progress.

Year 6

- 63.2% of pupils in the cohort achieved the expected standard in reading at the end of Key Stage 2, including 15.8% at greater depth.
- 25% of disadvantaged pupils in the cohort achieved the expected standard in reading at the end of Key Stage 2.

- 63.2% of pupils in the cohort achieved the expected standard in writing at the end of Key Stage 2.
- 33% of disadvantaged pupils in the cohort achieved the expected standard in writing at the end of Key Stage 2.

- 68.4% of pupils in the cohort achieved the expected standard in maths at the end of Key Stage 2, including 36.8% at greater depth.
- 37.5% of disadvantaged pupils in the cohort achieved the expected standard in maths at the end of Key Stage 2.

- 68.4% of pupils in the cohort achieved the expected standard in grammar, punctuation and spelling at the end of Key Stage 2, including 31.6% at greater depth.
- 37.5% of disadvantaged pupils in the cohort achieved the expected standard in grammar, punctuation and spelling at the end of Key Stage 2.

- 57.9% of pupils in the cohort achieved the expected standard in reading, writing and maths at the end of Key Stage 2.
- 12.5% of disadvantaged pupils in the cohort achieved the expected standard in reading, writing and maths at the end of Key Stage 2.

Outcomes for PP children at the end of Early Years and Key Stage 1 are broadly in line, or above, the achievements of the cohort as a whole.

Outcomes for PP children at the end of Key Stage 2 are primarily because of the additional needs of our PP cohort. 33% of the PP cohort had additional SEND needs. Of the Early Help or additional services with input being required, 100% were disadvantaged pupils. Of the disadvantaged pupils, 56% had either SEND or Early Help / other agency involvement and 11% had both SEND and Children's Services involvement.

These children and families have benefited from our PP funding and all have made progress from their starting points.