

## Pupil premium example statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

### Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

### Funding allocation and pupil eligibility figures

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Name of School	Wednesfield Technology Primary School
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	<i>31% EYFS pupils currently eligible for FSM No PP data due to opening with only EYFS cohort</i>
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs C Keeler, Principal
Pupil premium lead	Mrs C Keeler, Principal
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17460
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17460

# Part A: Pupil premium strategy plan

## Statement of intent

As a brand-new school opened in September 2024 with only an EYFS cohort our data set is limited. It is also changeable as our numbers increase mid-year.

We face significant challenges in pupil recruitment and ensuring that all families of pupils that are eligible for funding and other entitlements are aware and apply. This will be a significant focus as the school grows, this academic year and the next.

We continue to work to support our families to appreciate the purpose of the Pupil Premium and to remove any social stigma that has been attached to this and free-school meals in our community.

Our strategy for the use of the pupil premium will have flexibility as we establish a new school in a new community and respond to the needs of the pupils and community

Our strategy aims to address the disadvantage gap that we are aware of through income data, by targeting the underlying challenges across our locality and school community, including but not limited to, emotional and social development, speech & Language, supporting families to engage in home learning opportunities and supporting the development of early reading and early number skill.

We believe that our strategy for the Pupil Premium strengthens our wider plan for education recovery and closing the attainment gap, with approaches such as a communication friendly environments and a whole-setting approach to language screening, alongside additional opportunities for stretch and challenge for all.

Our approach to the allocation of the Pupil Premium is underpinned by the guidance provided by the Education Endowment Foundation. Quality first teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on high quality teaching is central to our approach to spending the Pupil Premium. Targeted academic support and approaches to wider barriers to learning and personal development are also essential to effectively supporting our pupils to achieve and excel. This is as true for our disadvantaged pupils as it is for non-disadvantaged pupils and as such, we apply approaches to the betterment of our provision to all of our pupils, supported by the Pupil Premium funding to close the disadvantage gap. As previously mentioned, our Pupil Premium strategy is quick to respond to the challenges our pupils face and is not static. Whilst we believe that our approaches are effective in closing any disadvantage gaps, as a new school we must focus on being responsive to the changing challenges present in our school community. Once again, it is stressed that our focus is not simply on the academic performance of our pupils but rather on providing a 'whole education' so also focuses

on pupils' personal development, their emotional health and mental wellbeing and in providing a range of experiences that might not otherwise be possible, including the development of a broad cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Due to lack of social interaction through early infancy (both a local and national issue) and socioeconomic factors, our disadvantaged children lack key communication skills in oracy. Wellcomm baseline data shows almost half of EYFS Pupils are not at the expected level of language development.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. There is also a lack of opportunities for children to read at home.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the first term with the number of SEMH SEND concerns increasing.
4	Observations, assessments and discussions with teachers and senior leaders suggests that Reading, Writing and Maths data of disadvantaged pupils falls below national standards across EYFS.
5	Attendance has been a significant issue both nationally and across the local authority. As a new school we will not be aware of trends or patterns and will need to quickly interpret data and address the expectations around the differing childcare choices.
6	Due to external poverty levels, disadvantaged children do not get the opportunity to enrich their life and cultural opportunities by visiting landmarks, having outside speakers etc. This has resulted in knowledge gaps and lower aspirations.
7	Families in our community often face significant barriers to supporting their child's learning at home. These barriers range from confidence to support learning through to a lack of resource.

## 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 pupil outcomes in speech and language among disadvantaged pupils.	Assessments, screening and observations indicate significantly improved outcomes in speech, communication and language among disadvantaged pupils.
High levels of attainment in phonics and early reading	Disadvantaged pupils meet at least the expected standard in reading and phonics by the end of EYFS in line with non-disadvantaged peers.
Increased levels of family engagement in home learning	Home learning is valued by the majority of our families and pupils. Families feel supported to support their child's learning and this leads to higher levels of engagement.
To reduce impact of SEMH on learning and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Teacher assessment in PSED, pupil voice, parent surveys and phase observations</li> <li>• a significant reduction in low-level classroom disruption</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Achievement of the expected level of development in key, specific areas in line with national.	Disadvantaged pupils meet at least the expected standard in the specific areas by the end of EYFS in line with non-disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance and punctuality data for disadvantaged pupils at least in line with their non-disadvantaged peers.
Improved cultural awareness by giving children opportunities	Children to improve aspirations by attending trips linked to the curriculum to raise aspirations and fill in knowledge gaps.

## 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: **£10000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access quality resources and CPD</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access quality resources and CPD</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	3

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low 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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
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: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: **£2460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and scheme purchase for behaviour management with the aim of developing our school ethos and establishing	Both targeted interventions and universal approaches can have positive overall effects:	3

<p>excellent behaviour across school. <i>This supports early identification and intervention.</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and supporting new-to-role attendance lead to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Implementation of a successful attendance reward scheme</p>	<p>Latest DfE guidance discusses a whole school approach to promoting attendance.</p>	All
<p>Supporting parental engagement through workshops, home learning &amp; learning platform support sessions for parents.</p> <p>This will involve training and release time for staff to design and develop individual, group and remote sessions.</p>	<p>There is extensive evidence associating rate of progress and improved outcomes at school with support from home and use of learning platforms.</p>	

**Total budgeted cost: £17460**



## 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 2020 to 2021 academic year.

NA
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### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details

## Further information (optional)

### **Additional activity**

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly 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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.