

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 strategy statement template](#). All schools that receive pupil premium are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement
- The volume and type of activity that you spend your funding on
- 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 or outcomes to be achieved. For the purposes of this example, 'X' and 'X – Y' (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

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 EEF, as the What Works Centre for educational achievement, but you can draw on additional sources of evidence 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 pupil premium 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 allocations for the following financial year are published.

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

Pupil premium strategy statement – Northwold 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	303
Proportion (%) of pupil premium eligible pupils	49.5%
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	September 2026
Statement authorised by	<i>Bronwen Chalmers</i> Headteacher
Pupil premium lead	<i>Nicolette Lewis</i> , Assistant headteacher
Governor / Trustee lead	<i>Rohan Wilson</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,890
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£190,890

Part A: Pupil premium strategy plan

Statement of intent

The intention of schools in the Arbor Trust is that every child is important. Despite their backgrounds or challenges they face we hold high aspirations for every child in our care and we expect them to make good progress and achieve high attainment across all subject areas. We are determined to equip them to be global citizens and it is fundamental to this, that barriers are removed to enable all children access to opportunities to prepare them for future challenges.

We ensure that effective budgeting prioritises the needs of all children and in addition, pupil premium grant is used to further close gaps and remove any barriers to learning.

- We ensure that high quality teaching and learning meets the needs of all of our pupils, and that teaching targets missing gaps in knowledge;
- We ensure the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to providing opportunities for personalised learning and accelerating progress for all pupils, in particular vulnerable pupils;
- We will consider the challenges faced by vulnerable children, such as those who have a social worker and are young carers. The activity outlined in this statement is also intended to support their needs, whether they are disadvantaged or not.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for PP. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils, the school has identified as being socially disadvantaged.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced and progressive curriculum;
- Pupil Premium resources may also be used to target children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education;
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing and mathematics than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Due to a lower exposure to a wide vocabulary at home, many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers. This gap narrows but remains significant to the end of KS2.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap narrows but remains significant to the end of KS2.
5	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. Some of our pupils have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data indicates that attendance among disadvantaged pupils is 0.5% lower than for non-disadvantaged pupils. Persistent absence for disadvantaged pupils is 2.8% higher than their peers. This indicates that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Many of our disadvantaged pupils live in cramped, busy households (often moving homes in the formative years) which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling.
9	Some of the parents of our disadvantaged pupils lack the confidence, knowledge and skills to support their children with learning at home.
10	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

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
Ensure disadvantage children achieve as well as pupils nationally in phonics check	Access to good quality phonics teaching that addresses gaps. Disadvantaged pupils are exposed to high quality texts. Interventions close gaps and support progression for disadvantaged pupils. Phonics outcomes in 2027/28 show that 96% or above disadvantaged pupils pass the check
Improved oral language skills and vocabulary among disadvantaged pupils.	Significantly improved oral language among disadvantaged pupils. Seen through oracy, engagement in lessons, outcomes in books (language and vocabulary) and diagnostic checks.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 92% 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 92% of disadvantaged pupils met the expected standard.
Increase the number of disadvantaged pupils who are working at greater depth in reading, writing and maths by the end of KS2.	Access to good quality teaching that systematically and coherently builds on knowledge through a well-designed curriculum Combined outcomes in 2027/28 show that progress in disadvantaged pupils attaining greater depth by the end of KS2 is 40% or more.
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: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in after school clubs, particularly for disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • Attendance of disadvantaged pupils is 97% or above. • 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 10% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers. • Punctuality is at 99%
Increase enrichment opportunities, including trips, bespoke activities that remove barriers to learning and improve mental health concerns.	Trips and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate in experiences that are not provided within the home environment, including access to wrap around care

	Parental engagement activities are strategically planned and numbers demonstrate sustained engagement
To support the most vulnerable pupils in receipt of the PP funds to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.	Good progress for target groups in R,W,M. S&L therapy reports indicate impact. Music therapy reports indicate impact Social skills and communication groups indicate impact

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: **£90,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEND and more Able.</p> <p>Training to develop teacher knowledge of the most effective ways to ensure children know more and remember more and make good or better progress from starting points</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p>	1, 2, 3, 4
<p>Release time for leaders to provide additional coaching / mentoring support for early years practitioners including supervision</p> <p>Actions research groups for all staff</p>	<p>Coaching for teaching and learning: a practical guide for schools identifies that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment.</p> <p>When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p>	1, 2, 3, 4
Training for Teaching Assistants, SEN staff and EYFS support staff	Making Best Use of Teaching Assistants identifies that research on TAs delivering	1, 2, 3, 4

<p>to enable targeted interventions and follow up within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly.</p> <p>Teaching Assistant/ SEN support staff lesson studies ensure good practice is shared.</p> <p>Outside agencies e.g. SALT and EP training sessions for staff.</p>	<p>targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.</p> <p>Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	
<p>Deepening language acquisition across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests that improved vocabulary and language such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4, 9,10

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

Budgeted cost: **£60,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3, 5

Additional phonics and early reading sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Teaching and Learning Toolkit EEF	2, 3
Online programmes including: home learning access, google classroom	Digital technology can add up to +4 months progress (EEF, 2021). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom	1, 9

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

Budgeted cost: **£39,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visit for children in receipt of the EYPP fund	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning to ensure an effective spending model.	
Subsidised extended day including wrap around and after school club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well- qualified and well-trained staff are more clearly linked to academic	

	benefits than other types of extended hours provision (EEF, 2021).	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
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

Total budgeted cost: £190,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

EYFS Good Level of Development	National Data	All pupils Outcomes 2024/2025	PPG Outcomes 2024/2025
Reception GLD	67% (2024)	89%	77%

Through regular monitoring and termly assessment, PP children made good progress and of 13 PP pupils, 3 pupils did not achieve GLD.

Phonics	National Data	All pupils Outcomes 2024/2025	PPG Outcomes 2024/2025
Phonics Y1	80%	78%	60%
Phonics Y2	89%	97%	100%

Through regular monitoring and termly screening checks, PP children made good progress and of 18 PP pupils, 14 pupils passed their phonics screening checks in Year 1. 3 of the 4 children have additional needs and an EHCP plan. In Y2 all PP children passed the resit.

Year 4 Multiplication check	National Data	All pupils Outcomes 2024/2025	PPG Outcomes 2024/2025
Percentage scoring 25	34% (2024)	41%	49%
Average score	20.6 (2024)	21.7	21.8

PP pupils exceeded the outcomes achieved by all pupils in the MTC in Y4. 17 of the 34 PP children got full marks in the MTC.

Key Stage 2	National Data	All pupils Outcomes 2024/2025	PPG Outcomes 2024/2025
Numeracy			
EXS	74%	93%	88%
GDS	26%	48%	42%
Reading			
EXS	75%	90%	83%
GDS	33%	45%	33%
Writing			
EXS	72%	93%	88%
GDS	13%	40%	29%
Combined			
EXS	62%	90%	88%
GDS	8%	31%	42%

Based on all the information above, the performance of our disadvantaged pupils met expectations, and in some cases exceed expectations. We are on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. This is as a result of the high expectations staff have of all pupils. They do not equate their disadvantaged circumstances with low ability or low achievement. Staff are continuously revisiting curriculum plans, adapting and resourcing lessons to meet the needs of all pupils and especially accelerate the progress of those who are disadvantaged.

Through CPD, school staff have been given training to understand how children learn and how best to support vulnerable children who have additional challenges. All classes start the morning with number work, enabling children to review and practice using physical manipulatives, concepts of number. Through the use of manipulatives and practical hands-on learning, children secure their understanding of a range of mathematical concepts. Numeracy lessons start with recapping prior learning to ensure children revisit and embed their understanding of prior learning, committing mathematical understanding to their long term memory and building fluency. PP children have benefitted from this daily recap and through doing so the class teachers are able to provide targeted support to those pupils who need it most. Chanting the times tables is also another way pupils have been able to develop automaticity and are making greater progress. Similarly, recaps in English lessons and foundation subjects allow PP children to revisit prior learning, recap on skills previously learned and build on that knowledge within the lessons. Plenaries throughout the lesson address misconceptions. Booster groups have supported PP pupils to catch up where gaps have been identified, allowing them to achieve alongside their peers by the end of KS2.

Weekly attendance reports are produced with groups of pupils tracked. The attendance officer and headteacher track pupils' attendance, make phone calls home and encourage parents to send children into school regularly.

	National %	All pupils %	PP%
Attendance	93.1%	94.7%	93.7%
Persistent Absence	17.6%	16.6%	19.3%

The school Attendance Welfare Officer who continues to work closely with the headteacher and with families to increase attendance. The rate of absence and PA has improved compared to previous years. However, for some, the attendance is still low which has had an impact on pupil's progress and outcomes. Early intervention informs the way to support families to access support to help improve pupils' attendance. The school continues to promote good attendance through weekly assemblies, termly rewards and end of year recognition. Attendance is a running agenda in leadership meetings and staff meetings and the close working relationship with the attendance welfare officer has enabled improvements in attendance with some families. Attendance of pupil premium children is slightly lower than that of their non-disadvantaged peers; however, on average, pupil premium children are higher than the

national average. The attendance of non-pupil premium children was above national average.

The school offers a wide range of extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Enrichment activities include cooking, photography, journalism, and a wide range of sports clubs. In addition, the school offers phonics, reading and music clubs all of which disadvantaged pupils are encouraged to participate in and are supported. Music therapy and karate lessons have been provided to support the emotional needs of pupil premium pupils and their families.

The school also funds places for pupil premium pupils to take part in individual instrumental lessons, especially if a pupil has shown a talent or interest and supports some children to complete grading exams for their instrumental lessons. The school pays for performance/theatre companies to perform for groups and/or the whole school. Theatre helps to develop pupils' language acquisition, concentration and nonverbal communication. It also promotes imagination and creativity which can enable pupils to become unique and creative with their ideas.

Trips and visitors are scheduled throughout the year. These are selected to enhance pupil experience and deepen their understanding of the curriculum. Many of our children, especially those who are disadvantaged, do not get opportunities to gain these experiences without the school's involvement. Therefore, trips which require a cost - including residential - are heavily subsidised.

Our evaluation of the approaches delivered last academic year indicates that pupils, particularly those who are PP benefitted from a wide range of clubs, interventions, quality first teaching, resourcing and adaptation to meet their needs and as a result have achieved well. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Further information (optional)

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.