

Pupil premium strategy statement – Paxcroft 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	12.12.24
Date on which it will be reviewed	12.12.25
Statement authorised by	Alex George, Acting Headteacher
Pupil premium lead	Alex George, Acting Headteacher
Governor / Trustee lead	Rachel Edmunds, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,355
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£99,355

Part A: Pupil premium strategy plan

Statement of intent

At Paxcroft Primary School we want every child, regardless of their background or the challenges they face, to feel safe and happy at school, to make good progress and to achieve highly across all areas of the curriculum. We want every child to be successful and to develop the confidence and skills needed to prepare them for secondary school and beyond.

The focus of our pupil premium strategy is to ensure the appropriate level of support (as well as the appropriate level of challenge for those who are already high attainers) so that every disadvantaged child can flourish at school and achieve those goals.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and 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 across all classes and in all areas of the curriculum sits at the heart of our approach at Paxcroft, with a key focus on areas in which disadvantaged pupils 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 pupils 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 recovery following the COVID-19 pandemic, 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 the individual needs of children. It will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Act early to intervene at the point need is identified, whether that need is a social, emotional, health or academic need.*
- Ensure disadvantaged children have the appropriate level of support and challenge in the work they are set.*

- *Ensure disadvantaged children have a clear voice in the life of the school (e.g. representation in Pupil Voice groups such as the School Council) and prioritised access to the wider school offer (e.g., sports clubs, music lessons).*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged children continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps across all subjects for disadvantaged children. This has resulted in children falling further behind age-related expectations.</p> <p>Analysis for disadvantaged pupils for 2022/23: Writing, key focus for Reception – Year 5 Reading, key focus for Reception, Years 1, 3 and 5 Maths, key focus for Years 1, 2, 3, 5 and 6</p>
2	<p>Our attendance data over the last 3 years indicates that school attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. Unauthorised absence is between 0.5 – 1% higher for disadvantaged children over the same period. Punctuality was also worse with 1.5% more late attendances for disadvantaged children for 2022/23 – this shows a worsening picture over the last 3 years.</p>
3	<p>Our assessments, observations and discussions have identified social and emotional issues for many children and their families. There has been a significant increase in reported safeguarding concerns and referrals to MASH or to other agencies e.g., domestic abuse charities and food banks. Challenges for families include mental health, financial concerns and drug/alcohol misuse. These particularly affect disadvantaged children, including their attainment.</p> <p>Teacher referrals to the Pastoral Support Team remain high.</p> <p>In 2023/24, 30 pupils (10 of whom were disadvantaged) required additional support with social and emotional needs, with 18 (5 of whom were disadvantaged) receiving small group interventions.</p>
4	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and,</p>

	in general, are more prevalent among our disadvantaged children than their peers.
5	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.
6	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class between September 2021 and September 2023, between 60% - 80% of our disadvantaged pupils arrived below age-related expectations compared to 48% - 64% of other pupils. This gap remains steady to the end of KS2.

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
Improving writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> - The overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2025/26 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 enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved reading attainment among disadvantaged pupils</p>	<p>Year 1 Phonics Screening test outcomes in 2025/26 show that more than 80% of disadvantaged children achieve the pass mark.</p> <p>KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
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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: £46,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of new English scheme to support with reading and writing across the school, to raise the standard of quality-first teaching.</p> <p>Additional books purchased, linked to sequences and children's interests.</p> <p>Raised profile of reading across the school, including library visits and author/illustrator visits</p>	<p>https://clpe.org.uk/system/files/BRADFORD%20SSIF-Final-report-April-2019-v3-FINAL_0.pdf</p>	<p>1, 4, 5, 6</p>
<p>Purchase of standardised diagnostic assessments – NFER assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 4, 6</p>

<p>Appointment of acting Assistant Headteacher to focus on development of Maths within 2024/25.</p> <p>Acting Headteacher and acting Assistant Headteacher both delivering regular coaching and feedback sessions for ECTs to support development of quality teaching and learning, in addition to requirements of ECT framework.</p> <p>Weekly staff training sessions to support teaching and learning led by Acting Headteacher or acting Assistant Headteacher (WalkThru coaching resource purchased to support T&L)</p>	<p>https://poolhayes.attrust.org.uk/wp-content/uploads/sites/25/2021/02/PHA-TL-Policy-2.pdf</p>	<p>1, 4, 5, 6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 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 of up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4, 5, 6
Booster sessions in Maths and Writing supporting Y6 disadvantaged children (co-ordinated by Acting Headteacher)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 6
Disadvantaged children prioritised for feedback in English and Maths lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4, 5, 6

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

Budgeted cost: £36,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve and develop the pastoral support on offer at school through employment of ELSA, Parent Support Advisor, and Pastoral Support Workers. ELSA training for new appointee. Engagement of 12 teaching staff with Team Teach training, with a focus on anticipating, planning for and proactively preventing dysregulated behaviour.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3</p>
<p>Implementation of Forest School sessions, led by trained teaching assistant, with a group of disadvantaged pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3</p>
<p>Continued application of school's attendance policy, including holding strategic attendance meetings to track pupil attendance in school and engage parents in the importance of school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>

<p>In some cases, this has included supporting disadvantaged families with temporary enrolment in breakfast club.</p>		
<p>Increased representation in pupil voice groups and wider life of the school such as sports clubs, after-school activities, music lessons and school trips. Tracking and prioritisation for clubs.</p>	<p>Supports pupil engagement, good attendance, development of self-esteem, life skills, oracy skills, physical/mental health</p>	<p>2, 3</p>

Total budgeted cost: £98,987

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Outcomes for disadvantaged pupils in the 2023 to 2024 academic year:

EYFS GLD			
GLD	PP	ALL	GAP
	67%	64%	+3%

Y1 Phonics Screener			
Screener	PP	ALL	GAP
	55%	78%	-23%

Y6 Reading, Writing, Maths ARE+

Subject	PP	ALL	GAP
Writing	33%	43%	-10%
Reading	79%	76%	+3%
Maths	55%	48%	+7%

Y6 Reading, Writing, Maths GDS

Subject	PP	ALL	GAP
Writing	0%	0%	0%
Reading	22%	23%	-1%
Maths	11%	13%	-2%

Whole School Attendance

Metric	PP	ALL	GAP
Absence Rate %	7.5%	5.7%	-1.8%
Persistent Absence %	25.4%	18.6%	-6.8%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.