Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Adamsrill Primary School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	28.45%
Academic year that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/27 (See separated 3-year plan)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Dr Increase Esoe
Pupil premium lead	Mrs P Bourne
Governor / Trustee lead	Lennox Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,170
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£177,170

Part A: Pupil premium strategy plan

Statement of intent

At Adamsrill Primary School, we are committed to securing the best outcomes for all our pupils. As a school we will challenge individual pupils to achieve the highest levels regardless of prior attainment or personal circumstances. Pupil Premium funding is a key resource for ensuring the realisation of these aspirations for some pupils. This identified funding will be strategically deployed thereby enabling and supporting targeted children within these groups to achieve in line or above with similar groups nationally.

Our ultimate objectives are:

- To diminished the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils to make accelerated progress in order to reach Age Related Expectation at the end of year 6.

Achieving These Objectives -*The range of provision included would not be limited to:*

- To recruit a Teaching Assistant across each year group to provide targeted support/interventions to quickly address identified gaps in learning and ensure disadvantage children make accelerated progress in their learning.
- Additional Learning Support Assistant.
- Provide support with payments for all activities including educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Ensure there is a whole school approach of 'It's Everybody's Business' in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To allow the children to learn a musical instrument.
- Support the funding of specialist learning software.
- To extend PE provision during lunchtime and after school using 'Ballers Sport' to promote expected behaviour and the school values.
- Provide a range of after school clubs for children to access.
- Provide nurture to support pupils in their emotional and social development.
- Provide high quality CPD for all staff. Quality first teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Key Principles:

- We ensure there is 'Quality first teaching'
- We take an evidence-informed approach to inform our decision making and planning.
- We use the EEF's School Guide to support the implementation process of any new school improvement initiatives.

Challenges

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

Challenge number	Detail of challenge
1	Baseline data indicates that Personal, Social and Emotional Development and Communication and Language (speaking, listening and understanding): Disadvantage pupils (some) in the EYFS have lower than typical starting points when entering reception.
2	Continue to close the gap between PP and Non-PP children in EYFS GLD (PSE and C & L), Year 1 Phonics, Key Stage One and Two Reading, Writing, Maths and Combined (RWM).
3	Pupils emotional wellbeing and mental health continues to be an area of concern.
4	Attendance and Punctuality: For Attendance and Persistent Absence to be in line with national for our disadvantage pupils.
5	Parental Engagement

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
Disadvantage children including black Caribbean children to achieve GLD in EYFS. For disadvantaged pupils and black Caribbean pupils who do not have a cognitive SEND need to reach age-related	- End of summer 2027 data will show that 100% of disadvantaged and black Caribbean pupils who do not have a cognitive SEND need will achieve GLD. - End of summer 2027 data will show that 100% of disadvantaged and black Caribbean pupils who do not have a

expectations in reading, writing and maths and 100% to meet the expectations for Yr. 1 & 2 phonics screening check and Yr.4 multiplication check. To ensure fallen behind children including black Caribbean children receive targeted high-quality intervention monitored by the standards leader.	cognitive SEND need will reach age-related expectations in R, W, M and Phonics. - Those that have a SEND need will make more than expected progress from their individual starting point. - Achieve above national average progress scores in KS2 R, W & M (0) - Achieve above national average expected standard in PSC - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged and black Caribbean children's learning and has helped in accelerating their progress.
Pupils and families including black Caribbean families with identified emotional wellbeing and mental health needs are well supported by school staff so that the needs are removed or alleviated.	- Inclusion Team (Safeguarding Lead, SENCO, Inclusion officer, CCBFLO and school counsellor) identify and support disadvantaged and black Caribbean families and children and work to alleviate barriers to learning. - Pupils and parent questionnaires will show that parents and children of disadvantaged and black Caribbean families feel supported and additional barriers alleviated where possible.
For Attendance and Persistent Absence for disadvantaged pupils and black Caribbean pupils to be in line with national expectations.	- Attendance and Persistent Absence for disadvantaged pupils and black Caribbean pupils will be in line with national expectations.

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)

Staff CPD: High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.

Budgeted cost: £64,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: All KS2 use Destination Reader to teach reading skills and comprehension strategies. This is used alongside our phonics approach.	There is extensive evidence that reading comprehension strategies have a positive impact in reading comprehension. Collaborative learning approaches have a positive impact in raising standards. EEF Teaching and Learning Toolkit (Reading Comprehension Strategies and Collaborative Learning Approaches)	1 and 2
Writing: All teaching staff trained in using Literacy Tree to deliver effective Literacy lessons with a focus on writing.	There is extensive evidence that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning. There is extensive evidence that effective feedback has a high impact on learning outcomes. EEF Teaching and Learning Toolkit (Metacognition and self-regulation and Feedback)	1 and 2
Maths: All teaching staff trained on using Ark Mastery to deliver effective maths lessons. This area of learning in maths was identified as an area for further development across the school.	Mastery learning approaches have consistently positive impacts in maths. Collaborative learning approaches have a positive impact in raising standards. There is extensive evidence that effective feedback has a high impact on learning outcomes. Home learning that consolidates and links to current learning has a positive impact. EEF Teaching and Learning Toolkit (Mastery, Collaborative Learning Approaches, Feedback and Homework)	1 and 2

Phonics: Read Write Inc training for all EYFS, KS1 and support staff. This will secure stronger phonics teaching for all pupils. Some support staff trained in Lego therapy and Speech and Language to deliver SaLT booster groups and Lego therapy.	There is extensive evidence that phonics has a positive impact in early reading skills, particularly for disadvantaged pupils. There is extensive evidence that oral language interventions including dialogic activities such as explicit classroom discussion and extending pupils' spoken vocabulary have a high impact on reading. EEF Teaching and Learning Toolkit (Phonics and Oral Language Intervention)	1 and 2
SEND: Training for all staff – SpLD - Dyslexia Drumbeat - ASD Awareness SaLT – Speech and Language Outreach – ADHD and de-escalation	There is evidence that knowing our SEND pupils with approaches to effectively support high-quality teaching SEND pupils will thrive. EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND. EEF Special Education Needs in Mainstream Schools: Evidence Review.	1 and 2

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

Budgeted cost: £53,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to provide targeted, structured intervention to small groups and one to one support. Booster lessons for pupils whose education has been most impacted by the pandemic including a significant proportion of disadvantaged pupils.	One to one intervention has high impact at improving pupil outcomes through targeted support for pupils who are low prior attainers. Small group intensive intervention has an impact through targeted support for learners who are falling behind. EEF Teaching and Learning Toolkit (one to one tuition and small group tuition)	1 and 2

Intervention to be monitored and evaluated by the deputy head for standards.		
A Teaching Assistant across each year group to provide targeted intervention support to ensure disadvantage children make accelerated progress in their learning. Additional Learning Support Assistant to provide targeted structured support (individual provision map).	Teaching assistants can provide positive impact on learners' outcomes through targeted intervention support. EEF Teaching and Learning Toolkit (Teaching Assistant Intervention)	1 and 2
Support the funding of specialist learning software (Doodle Maths, Clicker 8, Times Tables Rock Stars, Oxford Reading Buddy, Widgit)	Individualised instruction approach using targeted support through online learning. Home learning that consolidates and links to current learning has a positive impact. EEF Teaching and Learning Toolkit (Individualised Instruction and Homework)	1, 2 and 4

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

Budgeted cost: £59,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for identified pupil's emotional wellbeing and mental health	SEL approaches have a positive impact on pupils' self-management of emotions. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.	4

following the pandemic. The Inclusion Team (school counsellor, CCBFLO and Inclusion Officer) will support identified pupils and families. The curriculum for Mental Health and Wellbeing is fully implemented and monitored by the PSHE lead.	EEF Teaching and Learning Toolkit (Social and Emotional Learning and Behaviour Interventions)	
Provide support with payments for breakfast club and all activities including educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.	Collaborative learning approaches have a positive impact in raising standards. Physical activity has important benefits in terms of health, wellbeing and physical development. Outdoor adventure learning has a positive impact on pupils' non-cognitive skills such as resilience, self-confidence and motivation and when used in the classroom have a positive effect on academic outcomes. EEF Teaching and Learning Toolkit (Collaborative Learning Approaches, Physical activity and Outdoor Adventure Learning)	3 and 4
The school will use the DfE guidance on the 'Principles of an effective whole school attendance strategy', Education White Paper and Working Together to Improve School Attendance The school CCBFLO to work with the Local Authority AWO and our disadvantaged families with attendance and acute need. This will support our disadvantaged pupils' readiness to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4 and 5

learn, improve their attendance and persistent absence.		

Total budgeted cost: £177,170

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 2025 to 2026 academic year.

EYFS GLD 2025-2026

PP – 67%
Non-PP – 86%

Year One Phonics 2025-2026
PP – 100%
Non-PP – 96%

End of KS1 Outcomes (Y2) 2025-2026

Reading		Writing		Maths		RWM	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
83%	91%	42%	77%	67%	95%	33%	77%

KS2 SATS 2025-2026

Reading		Writing		Maths		RWM	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
71%	100%	76%	100%	71%	100%	71%	100%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle
Read Write Inc	Oxford University Press
Literacy Tree	The Literacy Tree Ltd
Oxford Reading Buddy	Oxford University Press
Oxford Owl Spelling	Read Write Inc
PiXL	PiXL Club Ltd
Destination Reader	Hackney Learning Trust.
Clicker 8	CrickSoftware
Dynamo maths	JellyJames Publishing
Doodle maths	Discovery Education
Widgit Online	Widgit Software Ltd