Pupil premium strategy statement (Primary)
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School overview

Metric	Data
School name	Adamsrill Primary School
Pupils in school	348
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£177,170
Academic year or years covered by statement	2026-29
Publish date	September 2026
Review date	September 2029
Statement authorised by	Dr Increase Esoe
Pupil premium lead	Priyanka Bourne
Governor lead	Lennox Hamilton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-18% (TA)
Writing	-6% (TA)
Maths	-19% (TA)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Strengthen the quality and consistency of teaching through evidence-informed practice, ensuring all staff effectively identify and address gaps in learning during whole-class teaching.
Priority 2	Further develop teachers' expertise in the teaching of reading, vocabulary and disciplinary literacy to

	ensure disadvantaged pupils access and understand the full curriculum.
Barriers to learning these priorities address	Variability in pupils' prior knowledge, vocabulary and learning experiences requires consistently high-quality, evidence-informed teaching to ensure disadvantaged pupils achieve well.
Projected spending	£64,600

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 26
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 26
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 26
Phonics	Achieve national average expected standard in PSC	July 26
Other	Improve attendance of disadvantaged pupils to (96%)	July 26

Remember to focus support on disadvantaged pupils reaching the expected standard in reading and writing

Measure	Activity
Priority 1	Strengthen the quality and consistency of teaching through evidence-informed practice, ensuring all staff effectively identify and address gaps in learning during whole-class teaching.
Priority 2	Further develop teachers' expertise in the teaching of reading, vocabulary and disciplinary literacy to ensure disadvantaged pupils’ access and understand the full curriculum.
Barriers to learning these priorities address	Variability in pupils' prior knowledge, vocabulary and learning experiences requires consistently high-quality, evidence-informed teaching to ensure disadvantaged pupils achieve well.
Projected spending	£64,600

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish one to one and small group reading interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading for pleasure using the library and providing phonics intervention support.
Projected spending	£53,200

Wider strategies for current academic year

Measure	Activity
Priority 1	PSHE lead and Inclusion Team to ensure the curriculum for Mental Health and Wellbeing is fully implemented.
Priority 2	Having a Family Liaison Officer to work with our families with attendance and acute need
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£59,370

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and staff meetings. Additional cover being provided by PPA cover teachers and TAs.
Targeted support	Ensuring consistent time is given, appropriate venue, clashes with lessons and special event days like world maths day.	Effective planning ensures all challenges are taken into account when planning for consistency.
Wider strategies	Engaging the families facing most challenges	Working closely with the Inclusion Team

Review: last year’s aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress. On track towards aim.
Progress in Mathematics	Teacher assessment data indicates that disadvantaged pupils make strong progress in mathematics, reflecting the positive impact of the school's mastery approach. The continued focus will be on embedding mastery teaching to maintain high rates of progress while closing the attainment gap between disadvantaged and non-disadvantaged pupils.
Phonics	The previous target has been exceeded. In 2025/26, 100% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check, compared with 96% of non-disadvantaged pupils. Disadvantaged pupils performed strongly and above their peers, indicating that targeted support has been effective in securing positive outcomes.
Other	Attendance for disadvantaged pupils remains below the school's target of 96%. The Family Liaison Officer will continue to work closely with families to improve attendance, reduce persistent absence and ensure pupils can fully access the curriculum.