



Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. In October 2025 we created a three year strategy therefore this plan will develop and be evaluated each academic year.

The strategy begins with the pupils premium funding allocations, including the recovery premium. 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 2025-2028

Detail	Data
School name	Pinders Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	19.32% 69ch
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Mrs L Kemplay (Headteacher)
Pupil premium lead	Mrs L Kemplay (Headteacher)
Governor / Trustee lead	Chair or Vice-chair

Funding overview 2025-2028

Detail	Amount
Pupil premium funding allocation this academic year	£102,120
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	£102,120

Part A: Pupil premium strategy plan

Statement of intent

Quality First teaching is good at Pinders Primary School and assessment is used to inform planning and lessons are structured to meet the needs of all learners with adaptations where appropriate. Formative and summative assessment procedures are rigorous and embedded throughout the school. Class teachers use question level analysis to identify strengths and next steps in all pupils learning.

At termly pupil progress meetings we closely monitor the progress of every pupil, starting with pupils who are in receipt of pupil premium and ensure that their needs are being met. Programmes of additional support are planned and implemented for any pupil that is at risk of underachieving.

As well as this rigorous focus on a pupil's academic progress we spend time considering each pupil and their holistic needs as an individual and as a family. We consider the amount of cultural capital and wider opportunities these pupils are exposed to. Pinders Primary school has a carefully planned and sequenced curriculum that aims to develop and engage young learners. It is enriched with wider opportunities to broaden their experiences.

At Pinders Primary School, pastoral support is fundamental to ensuring the mental health and well-being thereby enabling them to access the school day and focus on their learning. We have a pastoral team that offers personalised support to families and children in times of crisis and continuing with this through difficult periods.

Approaches have been identified using the Education Endowment Foundation (EEF) toolkit and the rationale has been taken from the Education Endowment Foundation (EEF) 'Guide To The Pupil Premium 2022' and the updated guide from 2025. The most appropriate approaches to diminish the attainment gap have been identified as part of the plan, taking only those which demonstrate good levels of impact while focusing on the barriers identified below. This rationale is focused primarily on quality first teaching and our approaches are directly linked to the School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	Reading: Reading outcomes from KS1 indicate a gap in reading for disadvantaged pupils (current Year 3). This trend is identified within LKS2. The gap is within reading fluency and comprehension.
2	Multiplication: Multiplication Times Tables checks maths have identified a gap between Non-PP & PP pupils. Target automaticity of multiplication recall. .
3	Writing: Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Writing outcomes identify a gap in writing between disadvantage and gender. Sentence structure is not secure.
4	Supporting pupils' social, emotional and behavioural needs: Early Years outcomes demonstrate a gap within self -regulation managing self and building relationships
5	Attendance: Attendance data shows disadvantaged pupils' absence is greater than their non disadvantaged peers, therefore they are not able to engage fully in school life.
6	Wider enrichment opportunities: Disadvantaged pupils often start at Pinders Primary with limited experiences and less understanding of their aspirations and how to achieve them. Disadvantaged pupils are not receiving many additional experiences outside of school, to ensure they are able to access wider opportunities and the cultural capital offer from school accessing Wider enrichment opportunities
7	Diverse Barriers: Disadvantaged pupils and families have diverse barriers and needs. Family members may have had adverse experiences during their time at school. Building strong relationships with families can be more complex

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading: <ul style="list-style-type: none"> Improved reading attainment among disadvantaged pupils at the end of KS1 & KS2, which shows a reduction in the gap between PP and non-pp. 	<ul style="list-style-type: none"> Data outcomes to demonstrate impact, narrowing the gap
Multiplication: <ul style="list-style-type: none"> Pupils' outcomes for multiplication to improve across school with disadvantage outcomes to be in line with non- pp. 	<ul style="list-style-type: none"> Multiplication Times Tables Check outcomes demonstrate impact with a reduced gap between disadvantage and non.
Writing: <ul style="list-style-type: none"> Improved writing structures ensure that pupils sentence structure is secure enabling progress to be made among disadvantaged pupils. 	<ul style="list-style-type: none"> Writing outcomes demonstrate progress for all with diminished gaps between disadvantage and non. Assessments and observations indicate significantly improved writing structures and sentence structures among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Attendance: <ul style="list-style-type: none"> To achieve and sustain improved attendance outcomes for all pupils, particularly our disadvantaged pupils. 	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> Reduction in the gap between disadvantaged and non-disadvantaged overall attendance to less than 5% by 2028. For overall disadvantaged attendance to be in line with national within 3 years. Reduce the number of persistently absent in line with national within 3 years.
Supporting pupils' social, emotional and behavioural needs: <ul style="list-style-type: none"> Pupils to be able to manage their selves, build relationships and self-regulate. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. 	<ul style="list-style-type: none"> For EYFS outcomes in self- regulation, building relationships and managing self to demonstrate impact for all with a reduced gap between disadvantaged and non.

<p>Wider enrichment opportunities:</p> <ul style="list-style-type: none"> • Equity for all regarding accessing Pinders wider opportunities and cultural capital offer. 	<ul style="list-style-type: none"> • A significant increase in participation in wider enrichment opportunities and cultural capital offer within school, particularly among disadvantaged pupils.
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Activity in this academic year 2025-2028

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: £ 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for Colourful semantics training	<p>EEF Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions +5 months progress</p> <p>EEF communication & Language approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches +7 months</p>	3
CPD training for adaptive teaching training Zena Martin	<p>EEF Guidance – Special Educational Needs in mainstream schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Inclusive learning together trail - +2months</p>	1, 2, 3, 4
Ongoing Little Wandle CPD for phonics leader and staff who deliver phonics to ensure high standards in the teaching of phonics are present.	<p>A systematic approach to synthetic phonics is key to ensuring that PP children can read fluently by the time that they leave KS1 and are so able to access the next phase in their educational journey to KS2</p> <p>Deployment of LSA's in a morning to take phonics groups in Year 1 and Year 2 and then provide 1:1 intervention for children from Year R-Y6 every day.</p>	1, 3

	<p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months progress • EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small +7 months 	
<p>Whole staff Handwriting training with Martin Harvey the improve whole school approaches with the aim of developing handwriting across school.</p> <p>Engage with external & internal writing moderation for all year groups to improve writing subject knowledge to develop the sequencing and challenge of writing curricula and embed practices.</p> <p>Continue to develop writing leadership to drive the whole school vision for school improvement through engagement with the English Networks</p>	<ul style="list-style-type: none"> • DFE writing framework https://www.gov.uk/government/publications/the-writing-framework • EEF - Effective Professional Development Guidance 	3

DFE attendance training	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/working-together-to-improve-school-attendance 	5
EEF Research schools - Inclusive Schools & Practices	<p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF - Teaching assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4 months progress • EEF – Five-a -day approach https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes 	1, 2, 3, 4
Outwood SEND reading for all Outwood Reading fluency in KS2	DFE The reading Framework	

<p>Whole staff training on One Life and whole school approaches with the aim of developing our school ethos and improving SEL across school.</p> <p>Staff ELSA CPD to ensure that children's mental health needs are met by funding the school's attendance at Emotional Literacy Support Assistant training.</p> <p>Staff Motional CPD training</p>	<p>Social and Emotional Support for children who are accessing social and emotional support within the Primary School.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF - Social & emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +3 months progress • EEF – Self-regulation strategies (EYFS) https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies +3 months progress • EEF – Social & emotional learning strategies (EYFS) https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies +3 months progress • EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20emotional%20support +4 months progress 	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 92,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Keep Up intervention</p> <p>Catch up Reading intervention</p>	<p>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</p> <p>Deployment of LSA's in a morning to take phonics groups in Year 1 and Year 2 and then provide 1:1 intervention for children from Year R-2 every afternoon.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months progress • EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small +7 months 	1 & 3
<p>Small group scaffolding with colourful semantics</p> <p>Adult support for small group writing intervention</p>	<p>Colourful Semantics is a language intervention strategy designed to support children in developing sentence structure, comprehension, and expressive language. Originally developed by Speech and Language Therapist Alison Bryan, this approach breaks down sentences into individual components and assigns each one a colour-coded visual cue.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Five-a -day approach 	1, 2 & 3

	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes <ul style="list-style-type: none"> • EEF - Teaching assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4 months progress	
<p>Improve the quality of the social & emotional learning through ongoing ELSA support for targeted individuals and groups.</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: Boxall assessments /motional trackers used pre & post intervention to measure impact.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Social & emotional learning strategies (EYFS) https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies +3 months progress <ul style="list-style-type: none"> • EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20emotional%20support +4 months progress	4, 7
<p>Embed Mastery Number R – Y2 and introduce mastery number programme in LKS2.</p> <p>Fluency Bee</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial	2

<p>Continue to develop a greater focus on PP children in Pupil Progress Reviews, by focusing on their achievement and facilitating discussion around successes and challenges in teaching and learning in order to identify intervention groups.</p> <p>Implement a range of interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, e.g.</p> <ul style="list-style-type: none"> • Keep Ups (Phonics) • Rapid Catch Up • KS1/KS2 NTE groups • Boosting Reading • Maths Booster • Precision teaching 	<p>Effective Pupil Progress Reviews ensure clear identification and targeted support for underperforming PP children.</p> <p>Progress data and previous experience in the school has shown these to be our most effective intervention strategies.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • EEF – Teaching assistants Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions + 4 months progress 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance to improve school attendance. This will involve	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Evidence that supports this approach:</u></p>	5, 7

<p>training and release time for staff to develop and implement new procedures to improve attendance:</p> <ul style="list-style-type: none"> • Introduce attendance reward system to positively reinforce school attendance. Initiatives: attendance passports, attendance events, attendance prizes • Parent Support Advisor carrying out pastoral & attendance duties, 0.5 day per week. • School Business Manager carrying out attendance duties & overseeing attendance strategy, 0.5 day per week • Targeted engage specific PP parents for the school events through conversation in the playground at beginnings and ends of days 	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/working-together-to-improve-school-attendance • EEF – Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <p>+ 4 months progress</p>	
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Provide targeted support to students with anxiety and self-esteem issues, through individual ELSA sessions group ELSA sessions	<p>KCSIE 2025 highlights the need for ‘<i>Early Help</i>’. As well as working with external professionals and agencies, internal support for children is central to our offer.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	4 & 7
Support to fund trips and residential	<p>Although there is no EEF findings detailing the impact of educational visits, ensuring that all children have the opportunity for cultural capital is part of our ethos. We aim to extend the range of experiences and activities that our children can experience. Ensuring that all children are treated equally and that children are not made to feel different because their parents cannot afford to fund trips is essential.</p> <p><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation + 3 months progress • EEF – Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning 	6 & 7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Y3 & Y4 teacher release time to embed key elements of the mastery maths guidance in school and</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><u>Evidence that supports this approach:</u></p> <ul style="list-style-type: none"> • Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 	2

to access Mastery Maths Hub resources and CPD (including Teaching for Mastery training).	<ul style="list-style-type: none"> The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 	

Total budgeted cost: £

		2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity (Year one of our three year strategy) had on pupils Year 2025-2028

<u>Intended Outcomes</u> This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025) and how we will measure whether they have been achieved.		
Intended Outcome	Success Criteria	As of July 2026

