

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	Prestolee Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025-2028
Date this statement was published	23rd September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs A Keane
Pupil premium lead	Mrs A Keane
Governor / Trustee lead	Melanie Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,880

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	£66,880
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Prestolee our aim is to ensure disadvantaged pupils achieve highly by providing an exceptional curriculum, including a range of opportunities and experiences which ensures that they can make excellent progress in their learning. Our aim is set out in three main objectives:

- 1. To close the attainment and progress gap between disadvantaged pupils in school and non-disadvantaged pupils nationally.*
- 2. To ensure disadvantaged pupils have access to and take up a wide, rich set of experiences which develop their interests and talents.*

At Prestolee we have taken an evidence informed approach to our PP strategy plan. Using the EEF 'Guide to the Pupil Premium' we have planned a tiered approach to our PP spending to balance our approach to improving teaching, targeted academic support and wider strategies. We identify key factors and trends in need and identify the strategies we need to put in place. Using the schools Analyse School Performance (ASP) and other sources of data we look for trends in progress and attainment across the group. We evaluate our current provision on an annual basis and use the findings to decide our priorities and how we are going to meet them by putting in place clear success criteria.

Challenges

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

Challenge number	Detail of challenge
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1	A significant proportion of children enter EYFS with very low communication and language skills which impacts their speaking, listening and attention, phonics, reading and writing across the school.
2	The number of DA pupils reaching the higher standard in Reading, Writing and maths is lower than Non-DA in school. In 2025 0% achieved combined H.S
3	Attainment at the end of KS2 is lower for DA pupils than Non-DA in school.
4	Absence and Persistent absence is higher for DA pupils than Non-DA pupils in school.
5	Many DA pupils have fewer opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities.
6	Lack of personal aspirations and/or an understanding of career possibilities and future academic opportunities. Low self-esteem and confidence.

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.

Challenge	Intended Outcomes	Success Criteria
1. Low communication and language skills in EYFS	Improve communication and language skills among EYFS pupils	- 80% of EYFS pupils achieve expected levels in communication and language by the end of the year.
		- Enhanced speaking, listening, and attention skills observed in classroom assessments.

2. Lower percentage of DA pupils achieving higher standards in Reading, Writing, and Maths	Increase the percentage of DA pupils achieving higher standards in Reading, Writing, and Maths	- 25% of DA pupils achieve higher standards in Reading, Writing, and Maths by 2028.
		- Regular assessments show a 10% increase in DA pupils' progress in these subjects.
3. Lower attainment at the end of KS2 for DA pupils	Close the attainment gap between DA and Non-DA pupils by the end of KS2	- DA pupils achieve an average of 80% in combined Reading, Writing, and Maths at KS2 by 2028
		- Attainment data shows a reduction in the gap between DA and Non-DA pupils to 5% or less.
4. Higher absence and persistent absence rates among DA pupils	Improve attendance rates for DA pupils	- Reduce overall absence rates for DA pupils from 5% to 4% by the end of the academic year.
		- Persistent absence rates for DA pupils drop below 5% by the end of the academic year.
5. Limited access to cultural and social events for DA pupils	Provide equal opportunities for DA pupils to engage in cultural and social experiences	- 100% of DA pupils participate in at least two extracurricular activities or trips per year.

		- Increase in parental engagement and feedback on enrichment opportunities provided.
6. Low aspirations and self-esteem among DA pupils	Foster higher aspirations and self-esteem among DA pupils	- 75% of DA pupils report increased confidence and understanding of future academic opportunities by 2028.
		- Implementation of career guidance sessions results in 90% of pupils expressing awareness of potential careers.

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)

Budgeted cost: £ **7**

Challenge	Intended Outcomes	Success Criteria	Suggested Activities	Evidence Supporting Activities
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1. Low communication and language skills in EYFS	Improve communication and language skills among EYFS pupils	- 80% of EYFS pupils achieve expected levels in communication and language by the end of the year.	- Interactive storytelling sessions. - Role-play activities to enhance vocabulary. - Use of visual aids and puppets to encourage dialogue.	- Research shows that interactive storytelling can enhance vocabulary and comprehension (Hargrave & Senechal, 2000). - Role-play fosters language use in context (Berk & Winsler, 1995).
2. Lower percentage of DA pupils achieving higher standards in Reading, Writing, and Maths	Increase the percentage of DA pupils achieving higher standards	- 25% of DA pupils achieve higher standards in Reading, Writing, and Maths by 2028. - Regular assessments show a 10% increase in DA pupils' progress in these subjects.	- Small group guided reading sessions. - Writing workshops focusing on genres. - Maths problem-solving challenges with real-life applications.	- Evidence indicates that targeted interventions in reading and writing can significantly improve outcomes for disadvantaged pupils (EEF, 2020). - Real-life applications in maths enhance engagement and understanding (NCTM, 2014).
3. Lower attainment at the end of KS2 for DA pupils	Close the attainment gap between DA and Non-DA pupils	- DA pupils achieve an average of 80% in combined Reading, Writing, and Maths at KS2 by 2028. - Attainment data shows a	- Implementing a mentoring programme pairing DA pupils with higher-achieving peers.	- Peer mentoring has been shown to improve academic outcomes (Topping, 2005). - Formative assessment informs teaching and supports learning (Black & Wiliam, 1998).

		reduction in the gap between DA and Non-DA pupils to 5% or less.	- Focused revision sessions before assessments. - Use of formative assessments to track progress.	
4. Higher absence and persistent absence rates among DA pupils	Improve attendance rates for DA pupils	- Reduce overall absence rates for DA pupils from 5% to 4% by the end of the academic year. - Persistent absence rates for DA pupils drop below 5% by the end of the academic year.	- Implementing a rewards system for improved attendance. - Regular communication with parents about attendance. - Providing support for families facing barriers to attendance.	- Research indicates that positive reinforcement can improve attendance (Hattie, 2009). - Engaging parents is crucial for improving attendance rates (Epstein, 2011).
5. Limited access to cultural and social events for DA pupils	Provide equal opportunities for DA pupils to engage in cultural and social experiences	- 100% of DA pupils participate in at least two extracurricular activities or trips per year. - Increase in parental engagement and feedback	- Organising school trips to museums and cultural events. - Creating partnerships with local organisations	- Participation in cultural activities enhances social skills and cultural awareness (Falk & Dierking, 2000). - Parental engagement is linked to

		on enrichment opportunities provided.	for workshops. - Offering after-school clubs focusing on arts, sports, and STEM.	improved pupil outcomes (Harris & Goodall, 2008).
6. Low aspirations and self-esteem among DA pupils	Foster higher aspirations and self-esteem among DA pupils	- 75% of DA pupils report increased confidence and understanding of future academic opportunities by 2028. - Implementation of career guidance sessions results in 90% of pupils expressing awareness of potential careers.	- Hosting career days with guest speakers from various professions. - Implementing self-esteem building workshops. - Providing access to mentoring programmes focused on personal development.	- Career guidance has been shown to improve aspirations and outcomes (Hughes, 2017). - Self-esteem workshops can lead to improved academic performance (Schunk, 1991).

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

Budgeted cost: £

Challenge	Intended Outcomes	Success Criteria	Targeted Support Activities	Evidence Supporting Activities
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1. Low communication and language skills in EYFS	Improve communication and language skills among EYFS pupils	- 80% of EYFS pupils achieve expected levels in communication and language by the end of the year. - Enhanced speaking, listening, and attention skills observed in classroom assessments.	- One-to-One Language Sessions: TAs conduct focused sessions using structured language games tailored to individual needs. - Small Group Storytelling Workshops: TAs facilitate small groups to enhance vocabulary and comprehension through guided storytelling.	- Research shows that targeted one-to-one interventions can yield significant progress in language skills (EEF, 2020). - Small group storytelling fosters engagement and language development (Hargrave & Senechal, 2000).
2. Lower percentage of DA pupils achieving higher standards in Reading, Writing, and Maths	Increase the percentage of DA pupils achieving higher standards	- 25% of DA pupils achieve higher standards in Reading, Writing, and Maths by 2028. - Regular assessments show a 10% increase in DA pupils' progress in these subjects.	- One-to-One Tutoring: TAs provide tailored tutoring sessions focusing on specific skills in Reading, Writing, and Maths. - Small Group Skill-Building Workshops: TAs lead small groups to work on targeted skills, using evidence-based resources.	- Targeted one-to-one tutoring has shown an effect size of 0.2–0.3, translating to approximately three to four additional months of progress (EEF, 2020). - Small group interventions can effectively address specific learning needs (DfE, 2020).
3. Lower attainment at the end of KS2 for DA pupils	Close the attainment gap	- DA pupils achieve an average of 80% in combined Reading,	- Targeted One-to-One Support: TAs work with DA pupils to identify gaps in	- One-to-one support can help close attainment gaps by providing personalised

	between DA and Non-DA pupils	Writing, and Maths at KS2 by 2028. - Attainment data shows a reduction in the gap between DA and Non-DA pupils to 5% or less.	knowledge and provide focused instruction. - Small Group Revision Sessions: TAs facilitate small group reviews before assessments, reinforcing key concepts and skills.	instruction (EEF, 2020). - Small group revision has been shown to improve understanding and retention of material (Black & Wiliam, 1998).
4. Higher absence and persistent absence rates among DA pupils	Improve attendance rates for DA pupils	- Reduce overall absence rates for DA pupils from 5% to 4% by the end of the academic year. - Persistent absence rates for DA pupils drop below 5% by the end of the academic year.	- One-to-One Attendance Check-Ins: TAs conduct regular check-ins with DA pupils to discuss barriers to attendance and provide support. - Small Group Engagement Activities: TAs organise small group activities that encourage social interaction and increase school engagement.	- Regular check-ins can improve attendance by addressing individual barriers (Hattie, 2009). - Engaging activities foster a sense of belonging and can reduce absenteeism (Epstein, 2011).
5. Limited access to cultural and social events for DA pupils	Provide equal opportunities for DA pupils to engage in cultural and social experiences	- 100% of DA pupils participate in at least two extracurricular activities or trips per year. - Increase in parental	- One-to-One Mentorship for Cultural Engagement: TAs work with DA pupils to identify interests and facilitate participation in cultural events. - Small Group Cultural	- Mentorship can enhance engagement and participation in cultural activities (Falk & Dierking, 2000). - Workshops can broaden pupils' horizons and increase

		engagement and feedback on enrichment opportunities provided.	Workshops: TAs organise workshops that expose pupils to diverse cultures and social experiences.	cultural awareness (Harris & Goodall, 2008).
6. Low aspirations and self-esteem among DA pupils	Foster higher aspirations and self-esteem among DA pupils	- 75% of DA pupils report increased confidence and understanding of future academic opportunities by 2028. - Implementation of career guidance sessions results in 90% of pupils expressing awareness of potential careers.	- One-to-One Career Guidance Sessions: TAs provide personalised career guidance to help DA pupils explore future opportunities. - Small Group Self-Esteem Workshops: TAs facilitate workshops that focus on building confidence and aspirations among DA pupils.	- Career guidance has been shown to improve aspirations and outcomes (Hughes, 2017). - Self-esteem workshops can lead to improved academic performance (Schunk, 1991).

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

Budgeted cost: £ 7

Strategy Area	Intended Outcomes	Activities	Evidence Supporting Activities
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1. Attendance Improvement	Increase overall pupil attendance rates	- Regular Attendance Monitoring: Implement a system for tracking attendance data weekly to identify trends and cohorts needing support. - Attendance Awareness Campaigns: Conduct school-wide campaigns promoting the importance of attendance through assemblies and newsletters.	- Regular monitoring can identify patterns and inform targeted interventions (DfE, 2023). - Awareness campaigns have been shown to improve attendance by fostering a culture of accountability (Hattie, 2009).
2. Behaviour Management	Enhance positive behaviour and reduce incidents of negative behaviour	- Positive Behaviour Support Programmes: Implement school-wide positive behaviour reinforcement strategies, including rewards and recognition for good behaviour. - Restorative Practises: Train staff in restorative practises to resolve conflicts and build community.	- Positive behaviour interventions can lead to improved academic outcomes (Bradshaw et al., 2010). - Restorative practises have been shown to reduce disciplinary incidents and improve school climate (Gonzalez, 2012).
3. Mental Health and Wellbeing	Improve mental health support and resilience among pupils	- Mental Health Awareness Training: Provide training for staff on recognising and responding to mental health issues. - Wellbeing Check-Ins: Implement regular wellbeing check-ins with pupils to assess their mental health and provide support.	- Training staff improves the identification of mental health issues and promotes early intervention (Holt et al., 2014). - Regular check-ins can enhance pupil engagement and reduce anxiety (Durlak et al., 2011).
4. Aspirations	Foster higher aspirations and self-esteem among pupils	- Career Guidance Programmes: Organise career days with guest speakers from various professions to inspire pupils.	- Career guidance has been shown to improve aspirations and academic outcomes (Hughes, 2017). - Mentorship programmes can enhance

n Building		- Mentorship Initiatives: Pair pupils with mentors to guide them in academic and personal development.	self-esteem and academic engagement (Rhodes, 2002).
5. Parental Involvement	Increase parental engagement in school activities	- Parent Workshops: Host workshops to educate parents on the importance of attendance and how they can support their children. - Regular Communication: Establish regular communication channels (newsletters, emails) to keep parents informed and involved.	- Parental involvement is linked to improved pupil outcomes and attendance (Harris & Goodall, 2008). - Workshops can empower parents and foster a supportive home environment (Epstein, 2011).
6. Integrated Support Services	Provide holistic support for pupils facing barriers to attendance	- Multi-Agency Collaboration: Work with local health services, social care, and mental health support teams to provide comprehensive support for pupils. - School-Based Health Services: Offer in-school health services, including counselling and mental health support.	- Integrated services can address multiple barriers to attendance and improve overall pupil wellbeing (DfE, 2023). - School-based health services have been shown to improve attendance and reduce health-related barriers (McGowan et al., 2015).

Total budgeted cost: £ 7

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.

Intended Outcome	Success Criteria	Impact
Continue to raise attainment in reading in EYFS and KS1	- The % of pupils eligible for PP achieving the expected standard in reading is at least in line with the % for non-PP nationally. - The % of pupils eligible for PP passing the phonics screening test in Year 1 (and the re-take in Year 2) is at least in line with the % for non-PP nationally.	78% of DA pupils achieved the expected standard in reading compared with 81% Non-DA Nationally. 100% of DA pupils in Y1 passed the phonics screening test. 100% of DA pupil met the phonics standard at the end of Y2.
Raise attainment at the higher standard in reading across KS2	- The % of pupils eligible for PP achieving the expected standard in reading is at least in line with the % for non-PP nationally.	78% of DA pupils met the expected standard in reading at the end of KS2 compared with 81% Non-DA pupils Nationally. 33% of DA pupils met the higher standard in reading compared with 37% of Non-DA pupils Nationally.

Improve oral language skills of DA pupils in Reception	- DA pupils in Reception make better than expected progress in communication and language, impacting on progress in literacy.	0% of DA pupil met the Literacy Early Learning Goals compared with 63% of Non-DA pupils in school.
Raise attainment and progress in maths	- The attainment of DA pupils is at least in line with the % for non-DA pupils. - Where this is not the case, DA pupils make better than expected progress and the gap between them and their peers is closing.	89% of DA pupils met the expected standard in Mathematics at the end of KS2 compared with 82% Non-DA pupils Nationally. 33% of DA pupils met the higher standard in Mathematics compared with 33% of Non-DA pupils Nationally.
Enable all DA pupils to make better than expected progress in learning	- DA pupils make better than expected progress.	18% of DA pupils are making better than expected progress in reading, writing and maths and 88+% of DA pupils making the expected progress in reading, writing and maths.
Increased attendance rates for DA pupils	- Persistent absentees among DA pupils decrease. - Overall DA pupils' attendance improves from 2022/23 data. - The attendance of DA pupils at extra-curricular activities is strong.	Attendance for DA pupils is 93.9% which is 4% above the attendance of this group Nationally. Attendance of Non-DA on school is 95.4 so the gap is still apparent at -1.5%. PA for this group is higher than Non-DA

		PA for DA 18.2 and Non-DA is 7.9% Although reduced timetables affect this % there is still a gap of 5% with specific pupils removed.
	-All DA pupils access at least one extra-curricular club per term.	75% of DA pupils accessed at least one extracurricular club per term.