

Pupil premium strategy statement – Peel Common 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 2025 – 2026.

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	<u>Autumn 2025</u> Service 20 FSM – 40 LAC – 0 PLAC – 3 SGO –2 37% disadvantaged <u>Spring</u> Service 20 FSM 40 LAC -0 PLAC- 3 SGO 2 37% disadvantaged <u>Summer</u> Service 20 FSM -47 LAC - 0 PLAC - 3 SGO – 2 40% disadvantaged
Academic years that our current pupil premium strategy plan	2025 - 2028
Date this statement was published	Sep 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Zoë Dudley
Pupil premium lead	Lucy Kingswell
Governor / Trustee lead	Charlotte Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 - 2026	£59,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,995

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers

The culture and ethos at Peel Common Primary School is positively built around the notion of **every** child being entitled to:

- Access to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement.
- Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or different.
- A rounded education; each having access to and benefiting from a breadth of experience and cultural capital.
- An education, which includes early intervention and prevention to tackle, diminish or avert potential barriers to success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children 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 approach will be responsive to broader challenges faced as well as individual needs, which will be identified through robust diagnostic assessment, not assumptions about the impact of disadvantage. The range of approaches detailed in the strategy below will support each other to enable success for all children, both disadvantaged and non-disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance figures for 2025 – 2026 show that the attendance of disadvantaged children and especially disadvantaged children with SEN is lower than national average. (87.6% Disadvantaged, 44% Disadvantaged and SEND) The impact: Disadvantaged pupils and disadvantaged pupils with SEND attend school more regularly, leading to improved engagement in learning, stronger progress across the curriculum, better social and emotional outcomes, and a reduction in attainment gaps compared with their peers.
2	Attainment gap. The attainment gap between disadvantaged and non-disadvantaged pupils remains significant and, in some year groups, is widening. A substantial proportion of disadvantaged pupils also have identified SEND needs and require SEN Support. This dual disadvantage creates additional barriers to learning, meaning some pupils do not make sufficient progress from their starting points to achieve age-related expectations. The Impact: As a result, disadvantaged pupils are overrepresented amongst those working below expected standards, limiting their academic outcomes, reducing their readiness for the next stage of education, and restricting future opportunities. The school's overall attainment and progress outcomes are negatively affected, particularly in reading, writing and mathematics, and the gap in achievement persists despite existing interventions. This highlights the need for more precise identification of barriers, targeted support, high-quality adaptive teaching, and rigorous monitoring of progress to ensure all pupils can succeed.
3	Ability to manage SEMH needs Assessments, observations, and discussions with children during learning indicate underdeveloped SEMH skills. It is important to enable all children to develop coping strategies but especially amongst the disadvantaged children. Impact – Observations, pupil voice, behaviour records and wellbeing assessments demonstrate improved SEMH skills across the school. Disadvantaged pupils are increasingly able to identify and manage their emotions, access appropriate support, and apply coping strategies independently. As a result, engagement in learning, attendance, behaviour and progress improve, and the gap between disadvantaged pupils and their peers narrows

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 1	Success criteria
At the end of 2024/25, attendance for all pupils was 93.6% and disadvantaged pupils was 86.6% compared with 95.2% non-disadvantaged. At the end of 2025/2026, attendance for all pupils is 94.5% and disadvantaged pupils is 87.6% compared with 94.5% non-disadvantaged.	Disadvantaged pupils and disadvantaged pupils with SEND attend school more regularly, leading to improved engagement in learning, stronger progress across the curriculum, better social and emotional outcomes, and a reduction in attainment gaps compared with their peers.
Challenge 2	Success criteria
To improve standards and outcomes in maths, reading and writing so that combined is line with at least the national average. To diminish the gap between disadvantaged children and non-disadvantaged children	Target: The number/percentage of disadvantaged children achieving age related expectations or higher will continue to improve therefore narrowing the gap to national outcomes. Use of pupil progress meetings to target set the PP children The number/percentage of disadvantaged children achieving age related expectations or higher will continue to improve therefore narrowing the gap to national outcomes.
Challenge 3	Success criteria
Address underdeveloped SEMH skills among disadvantaged pupils to increase resilience, perseverance and positive engagement with learning.	Observations, pupil voice, behaviour records and wellbeing assessments demonstrate improved SEMH skills across the school. Disadvantaged pupils are increasingly able to identify and manage their emotions, access appropriate support, and apply coping strategies independently. As a result, engagement in learning, attendance, behaviour and progress improve, and the gap between disadvantaged pupils and their peers narrows

Activity in this academic year 2025 - 2026

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: £31,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance attendance meetings to monitor attendance trends • Working with families to identify specific barriers and to develop actions to remove them. • All staff to be involved in promoting positive attendance. • Social events on the Facebook page and parents invited into school to develop a sense of community	Improving attendance is a national priority for school improvement. The school nurse has proven to be an invaluable resource, offering essential support to parents, addressing health-related concerns, and helping to alleviate anxieties that may impact pupil attendance. The presence of a dedicated attendance officer ensures early identification of attendance issues and provides targeted interventions for families. This holistic, tiered approach aligns with the Education Endowment Foundation (EEF) recommendations, which emphasize the importance of providing tailored support to remove barriers to attendance, especially for disadvantaged pupils.	1
Progress of Disadvantaged (and other vulnerable children) to be discussed in pupil progress meetings Success Criteria: - Narrow the gap between Disadvantaged and National through school	Standardised tests provide reliable, evidence-based insights into the strengths and weaknesses of each pupil. These assessments enable us to make data driven decisions to ensure pupils receive the appropriate additional support, either through tailored interventions or differentiated teacher instruction. (Testbase) The Education Endowment Foundation (EEF) highlights that standardised tests are a valuable tool for assessing pupil progress and identifying areas where targeted support is needed, especially for disadvantaged and vulnerable pupils.	2
To develop the ELSA support	The ELSA approach focuses on developing social and emotional skills in children, which is supported by extensive evidence linking these	3

	skills to improved academic outcomes, better attitudes towards learning, and stronger relationships with peers. Research from the Education Endowment Foundation (EEF) demonstrates that social and emotional learning programs can significantly enhance pupils' well-being and academic performance. These programs help children manage emotions, build resilience, and develop positive relationships, ultimately contributing to their overall success in school and beyond.	
--	---	--

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

Budgeted cost: £16,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics to be provided daily to children who are not at age related expectations.	Phonics-based interventions have a strong evidence base showing significant benefits for early reading skills, particularly for disadvantaged children. The Education Endowment Foundation (EEF) highlights that structured phonics instruction can improve word reading accuracy, with consistent, focused interventions yielding strong results. By offering additional, targeted phonics sessions, we aim to accelerate progress for pupils who require extra support, ensuring they build a strong foundation in reading and close any gaps in their learning. EEF Phonics Teaching & Learning Toolkit	1 2
A dedicated Year 6 staff member will work with a carefully selected group of children early in the morning to encourage attendance and support areas of concern both in class and for homework.	This initiative focuses on pupils who do not receive support at home, ensuring they have the resources and guidance they need to complete their assignments successfully. Research from the Education Endowment Foundation (EEF) suggests this can have a positive impact on pupil learning, particularly when pupils have access to the appropriate support and resources. For disadvantaged pupils, the lack of support at home can create barriers to completing homework effectively, which in turn can impact their academic progress. By offering focused, in-school support, we aim to level the playing field, allowing students to complete their tasks with	1 2

	confidence. EEF findings also highlight the importance of feedback during homework, which this intervention provides, ensuring pupils can clarify misunderstandings and reinforce learning outside of the classroom.	
Interventions to support maths	EEF findings suggest while targeted interventions can help, they are most effective when they supplement – rather than replace – effective everyday teaching. Strong universal provision reduces the number of pupils who require additional support and creates the conditions in which targeted interventions are more likely to succeed.	1 2

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

Budgeted cost: £16,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fortnightly monitoring, meetings with families and follow-up actions. Attendance officer, ELSA and admin team	A dedicated ELSA works with children to support their emotional well-being, ensuring they are motivated to attend school, feel supported, and are happy in their learning environment. Evidence shows that providing targeted emotional support for children improves their mental health, behaviour, and overall engagement in school. The ELSA focuses on building positive relationships with pupils, addressing emotional challenges, and providing strategies to cope with anxiety or behavioural issues. By promoting well-being, this role helps ensure pupils are ready to learn, fostering a positive school experience that contributes to their academic success and personal growth. Support for Services children is also provided by the ELSA – weekly catch up sessions and dedicated time to support those who have been deployed or will be returning soon.	3
Extra curricular activities and enhancement activities.	Research from the Education Endowment Foundation (EEF) supports the use of wider strategies, such as extracurricular activities, as part of a tiered approach to improving outcomes for disadvantaged pupils. After-school clubs play a vital role in broadening pupils' experiences, fostering personal	1 3

	development, and providing opportunities for social interaction and skills development. These activities contribute to improved well-being and can enhance academic performance by providing a well-rounded educational experience.	
Subsidising school visits	This is to support our parents especially with residential visits.	3
Improve the emotional wellbeing of our children and families Teaching Academic Resilience to our children Using MHST to improve children's wellbeing – Referrals – Attending courses – Pupil views	The mental health and emotional well-being of our pupils and their families is a key priority. Addressing these needs is an essential component of our pastoral support system. We will continue to work closely with the Mental Health Support Team (MHST) to provide tailored, specialist support through referrals, attending relevant courses, and incorporating pupil views into the development of our strategies. Additionally, we will focus on teaching academic resilience, helping children to develop the emotional skills needed to overcome challenges, improve their coping mechanisms, and engage more effectively in their learning. Children will benefit from ELSA support as necessary.	1 3

Total budgeted cost: £ 64,781

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (Non Disadvantaged pale blue) 2024 - 2025

Year group	Context	Reading	Writing	Maths	Combined
1	4 chn,2 SEN	0%	0%	50%	0%
	22chn	55%	50%	55%	32%
2	2chn, 3 EHCPs,	50%	44%	50%	50%
	21chn	44%	29%	43%	24%
3	4 chn, 1 EHCP	25%	25%	25%	25%
	18chn	67%	50%	67%	44%
4	9 chn, 5 SEN including 3 x EHCP	33%	33%	33%	33%
	21 chn	67%	52%	62%	52%
5	10 chn, 4 SEN including 2 EHCPs	50%	50%	40%	40%
	17 chn	7%	71%	72%	72%
6	5 chn, all SEN including 3 EHCPs	0%	0%	0%	0%
	28 chn	68%	57%	61%	54%

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
Forest school	Fresh Air learning
Mental Health support	Mental Health Support Team

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Forces Club run regularly by ELSA for all children. Targeted support for SEMH needs as they arose through needs-led ELSA and the ELSA programme. Funding support for trips, visits and access to sports and clubs.
The impact of that spending on service pupil premium eligible pupils
- Forces club has enabled children to feel part of a community within the school, with children that also have parents within the forces. Children have reported enjoying the club and that their family situation is understood and celebrated. - Attendance at network meetings for the local area with regards to service children. - Throughout the year, there have also been opportunities for pastoral support for the service children that have shown a need for this and after liaising with class teachers and ELSA support staff – meeting the emerging needs of these children. - Parents and children have come together to celebrate key moments such as Forces Day, Remembrance Day with whole school or Forces club events. Parents have welcomed the opportunity to meet with other Forces families. - Individual, targeted support for Forces children through the Forces Club, class teacher support, HSLW and ELSA have enabled children and families to navigate challenging circumstances and deployments.