

Pupil premium strategy statement – King Edwin 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

Detail	Data
Number of pupils in school	420 and 62 Foundation 1 children.
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Andrew Callaghan-Wetton (headteacher)
Pupil premium lead	Samantha Hawkins
Governor / Trustee lead	Amy Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,345

Part A: Pupil premium strategy plan

Statement of intent

At King Edwin Primary School, we are committed to ensuring that every pupil — regardless of their background or individual circumstances— has the opportunity to thrive academically and socially. Our Pupil Premium strategy is designed to address the key barriers faced by our disadvantaged pupils and to enable them to make excellent progress across all areas of school life. Our intention is to ensure all children make good progress and achieve high attainment across all subject areas. Closing the attainment gap between disadvantaged children and their peers is one of the greatest challenges facing King Edwin. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, we are confident King Edwin can make a difference.

We recognise that disadvantage can manifest in a range of ways, including lower attendance, limited access to enrichment opportunities and gaps in key areas of learning such as language development, reading and mathematics. Our strategic approach focuses on breaking down these barriers through high-quality teaching, targeted intervention and inclusive enrichment opportunities that promote equity and aspiration for all.

To address our challenges, our Pupil Premium funding will be used strategically to:

- Ensure all pupils receive consistently high-quality teaching that meets their individual needs.
- Provide targeted academic support to close attainment gaps in reading and mathematics.
- Implement early intervention strategies to develop pupils' spoken language, vocabulary and communication skills.
- Improve attendance through proactive family engagement, pastoral support and removal of financial or social barriers to participation in enrichment activities.
- Broaden pupils' experiences through equitable access to clubs, trips and wider opportunities that build cultural capital and confidence.

Ultimately, our intent is that disadvantaged pupils at King Edwin leave primary school with the knowledge, skills and confidence they need to succeed in the next stage of their education and beyond. We are determined to ensure that disadvantage is never a barrier to opportunity, achievement or aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils, including participation of After School Clubs, wider curriculum activities, school trips and residential.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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
Pupils with a disadvantaged background attend school regularly in line with Governments national expectation.	Disadvantaged pupils have good attendance. Parents from disadvantaged families attend parents' meetings and engage with their child's education. Any parents not attending on the night(s) are to be chased up by class teachers to ensure these meetings happen – preferably face to face but if not, then over MS teams or by telephone call. After-school clubs are heavily attended by disadvantaged pupils and children are spoken to in order to encourage them to join and participate. All these can be monitored by registers: attendance register, parents evening registers, after-school club registers.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard and that this is in line with non PP pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 85% of disadvantaged pupils met the expected standard and that this is in line with non PP pupils.

Activity in this academic year

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: £57,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop, train and support teachers in their early careers, including inhouse observations and surgeries with experienced members of staff.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches (EEF).	2, 3 and 4
Outdoor learning such as climbing, Forest School, or outdoor	Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that	1

sports -positively impacting on self-confidence, self-efficacy, and motivation.	they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF)	
Chromebook leased digital technology - use of computer and technology assisted strategies to support learning. Approaches are most beneficial for writing and maths practice and with young learners.	Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. (EEF)	2, 3 and 4
Bridging the Language and Vocabulary Gap – language rich environment - purchasing sets of classic books and culturally significant books to increase vocabulary and add to their cultural capital.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. (EEF)	2 and 3
Purchase of standardised diagnostic assessments – NFER. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups (EEF).	2, 3 and 4
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	4

line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	the Teaching of Mathematics, drawing on evidence-based approaches.	
Investment in iPads to support lessons further.	Technology has the potential to help teachers explain and model new concepts and ideas. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. (EEF)	1, 2, 3 and 4
CGP revision books for Year 6 pupils.	Prior success and past review of PP use.	3 and 4
National College	Prior success and past review of PP use.	1, 2, 3 and 4
NACE membership	Prior success and past review of PP use.	3 and 4

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

Budgeted cost: £31,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	1-to-1 tuition has shown an additional 5 months progress (EEF). Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the	4

	teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	
Extra cover (PP time) provided for class teachers to spend time with children. This could be on a 1-to-1 basis or small group work.	1-to-1 tuition has shown an additional 5 months progress (EEF). Small group tuition has shown an additional 4 months progress (EEF). Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	2, 3 and 4
Power of 2	1-to-1 tuition has shown an additional 5 months progress (EEF).	4
Gap Analysis intervention across all year groups.	Prior success and past review of PP use.	3 and 4
Academic After-School whole group sessions (Catch up recovery).	Prior success and past review of PP use	1, 2, 3 and 4
Purchase of a programme to improve listening,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	2

narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	combination of the two show positive impacts on attainment (EEF).	
---	---	--

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

Budgeted cost: £36,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school clubs, including a host of sports, academic, forest school, art etc.	Physical activities have shown an Additional 2 months progress (EEF). Arts participation has shown an additional 3 months of progress (EEF). Reading comprehension strategies have shown an additional 6 months of progress (EEF).	1, 3 and 4.
Providing learning platforms for all pupils: -Doodle Maths/English/Spell -TTRS -Purple Mash	Homework has shown an additional 5 months progress (EEF).	1, 3 and 4
Fresh Start sessions for children that require additional transition support (Meet & greet and breakfast).	Sure Start program in the UK, which provided holistic support to families with children under five, significantly improved the educational outcomes of disadvantaged children.	1
Early Bird Reading, Maths and Spell	Strong evidence that early extra reading significantly benefits disadvantaged children. Research shows that children from low income backgrounds who engage in early reading activities are more likely to achieve higher educational outcomes.	1, 2, 3 and 4

SEMH Leading team – Play therapy, Lego therapy and ELSA.	There is considerable evidence supporting the effectiveness of Social, Emotional, and Mental Health (SEMH) therapy and play therapy in helping disadvantaged children succeed.	2
Subsidised residential and extracurricular activities and visits.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF).	1
Book bags for all children.	Previous experience and past use of PP funding evidences impact.	1, 2 and 3
Uniform and food parcel support and Uniform swap	Previous experience and past use of PP funding evidences impact	1
Subsidised music lessons - Inspire	Enhanced Brain Function: A study by Northwestern University found that two years of music lessons improved the precision with which disadvantaged children's brains processed speech sounds.	1
Swimming	Physical activity has shown an additional 2 months progress (EEF).	1
Sports 4 Kidz – Mark (sports coach)	Physical activity has shown an additional 2 months progress (EEF). Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. When considering hosting sports activities that may require contributions from parents, schools	1

	should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.	
Extending school time – Year 6 revision clubs	Extending school time has shown an additional 3 months progress (EEF).	1, 2, 3 and 4

Total budgeted cost: £125,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there is a 20% difference between PP and non-PP in Maths. There is a 19% difference in Reading. There is a 15% difference in Writing.

The data demonstrates that the gap is stubborn in Maths as there was also a 20% difference in the summer of 2024 too. However, in the KS2 SATs, 100% of PP children achieved the expected standard and above in Maths compared to 93% of non-PP children. The gap is slowly closing between PP and non-PP in reading as it was a 22% difference at the end of the 2024 academic year and it is now a 19% difference at the end of the 2025 academic year. The gap is closing in writing as at the end of the 2024 academic year there was a difference of 20% compared to the 15% difference in 2025.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data and observations have demonstrated that all children display the school's high five values (respect, determination, good choices, excellence and creativity). There has been an increase in PP children taking part in after school clubs with 70% of PP children taking part in at least one after school club in the last academic year.

Attendance was 92.8% for FSM6 children compared to 92.6% national. Our school was 96% non FSM.

Based on all the information above, the performance of our disadvantaged pupils met expectations.

Our evaluation of the approaches delivered last academic year indicates that the deployment of teaching assistants has been particularly effective as they have been able to work on gaps in the children's knowledge. Third Space Learning has also been particularly effective as the 1:1 tuition sessions have allowed children to work at their own pace and work on areas they specifically struggle with.

We have now created our new strategy plan and have made changes according to what worked well in the last academic year.

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
1 to 1 tuition in Maths	Third Space Learning