

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Errington Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Rule
Pupil premium lead	Teri Edwards
Governor / Trustee lead	Mr Senior

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,205
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,205

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is an allocation of additional funding provided to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces. Schools receive this funding to support their eligible pupils to narrow the attainment gap between them and their peers. The funding is used to address inequalities and to help improve the attainment of disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. We recognise that the challenges are varied and there is no 'one size fits all'.

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

To ensure that the attainment gap is narrowed and that all children are able to reach their full potential at Errington Primary School our main objectives are:

- To narrow the attainment gap through targeted intervention.
- For all children to meet or exceed expected progress through quality first class teaching.
- To provide opportunities to ensure disadvantaged children engage in the wider curriculum.

We aim to do this through:

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensuring staff are appropriately trained to deliver quality first teaching.
- Training and employing teaching assistants to deliver targeted approved interventions that are evidenced based.
- Providing after school clubs to PP children to engage them in the wider curriculum and to provide them with meaningful experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate difficulties with reading comprehension. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate disadvantaged children generally have more difficulties with phonics than their peers in KS2. This negatively impacts their ability to read.
3	Our assessments and observations indicate that writing attainment for disadvantaged children is below that of non-disadvantaged children.
4	Our assessments and observations indicate that many disadvantaged children within our care have social and emotional barriers which is impacting their education.
5	Observations and discussions with pupils and parents indicate limited life experiences and opportunities to join in enrichment opportunities due to cost.
6	Assessments, observations and discussions with pupils indicate disadvantaged children have difficulties in maths. Particularly retention of math facts including multiplication and number bond facts.
7	Baseline assessments show that pupils join in reception with very low oracy skills and gaps in their vocabulary. Assessments, observations and discussions with staff show that this is evident throughout EYFS to UKS2. Recent GLD shows only 56% met the GLD and only 17% of disadvantaged met the GLD which is below the national average.

## 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.
Improved progress in phonics.	Staff trained in Government approved scheme (Read Write Inc). School outcomes in line with national average.
Improved and raised writing standards among disadvantaged children.	KS2 writing outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard in writing.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Pupil and parent surveys to reflect enjoyment in school and improved attitudes towards learning.</p> <p>Social skills, independence and team-work are developed.</p>
Improved mathematics attainment among disadvantaged pupils and non-disadvantaged pupils.	KS2 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improve times tables fact recall and understanding of multiplication.	Year 4 Multiplication outcomes will be in line with the national average in 2026/27.
Improved oracy skills and wider vocabulary in pupils across all year groups.	This will be evident when triangulating evidence gathered in learning walks, observations, assessments, pupil voice and discussions with teachers. Evidence will show significant improvement in pupils oracy skills and broadened vocabulary in disadvantaged pupils in 2027.
Improved and updated EYFS curriculum following a child centred approach.	Improved GLD results in line with the national average 2026/27.

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: £7,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and training for all teaching staff with Grammarsaurus writing and spelling to ensure continuity of techniques, methods and skills across year groups. We will purchase resources and fund ongoing teacher training and release time.	Evidence suggests that having a high-quality modelled text helps to improve writing. Mapping out the curriculum ensures that knowledge is built upon and essential skills are learnt. This will benefit all children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3
Enhancement of our maths teaching and curriculum planning in 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 re-sources and CPD (including Teaching for Mastery training). White Rose Maths will be purchased and followed. Year 4/5 teachers will access the mastering number for multiplication training to improve multiplication teaching and retention within the school.	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: <a href="https://publishing.service.gov.uk">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a>	6
Purchase Ruth Miskin Training portal for continued training and support in the Read Write Inc Phonics Scheme. Staff Release time fortnightly to observe the teaching of phonics and for coaching sessions to improve the quality of teaching within phonics. Release time for TA's and reading lead to complete the online training on the Ruth Miskin portal and training with the English hub.	Research indicates that children should be taught to read using a systematic phonic system and all staff teaching this should be trained. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Research suggests that continuous training and coaching supports and enhances the quality of teaching phonics. <a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-a-balanced-approach-to-professional-development">https://educationendowmentfoundation.org.uk/news/eeef-blog-a-balanced-approach-to-professional-development</a>	2
Oracy skills are being explicitly taught throughout the school, as well as being embedded	There is a strong evidence base that suggests oral language interventions, including oracy activities such as high-quality	7

<p>across the curriculum. These activities will enable pupils to articulate key ideas, consolidate understanding and broaden their vocabulary, exposing them to tier 2 and 3 words</p> <p>We will purchase resources linked to and fund ongoing teacher training and release time. (English Hub Oracy curriculum training and Talk Boost).</p> <p>Release time for Oracy lead to create Oracy policy and develop training for staff to improve oracy across the school.</p> <p>Release time for staff to complete the Talk Through stories training and time given to implement this within EYFS and KS1.</p>	<p>classroom discussion, are inexpensive to implement with high impacts on reading as well as supporting learners' use of vocabulary, articulation of ideas and spoken expression: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	
<p>CPD training and resources purchased for OPAL outdoor learning.</p>	<p>There is some evidence to suggest that outdoor learning and play supports the improvement of the health and mental well being of children.</p> <p><a href="https://committees.parliament.uk/writtenevidence/23258/pdf/">https://committees.parliament.uk/writtenevidence/23258/pdf/</a></p>	4
<p>CPD and training for the EYFS team regarding the updated EYFS curriculum. Classroom resources updated and classroom environment adapted to meet the needs of the cohort.</p>	<p>Welcomm, networking and EYFS clusters to implement inclusive practice for all pupils.</p>	

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

Budgeted cost: £63,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Read Write Inc Phonics e-book library to ensure books read at home match phonics sounds taught at school.</p>	<p>Research suggests that children need to practice reading taught sounds and should be given books that match sounds taught in phonics.</p> <p>Ofsted, School Inspection Handbook, 2019</p>	1, 2
<p>Purchase Read Write Inc Fresh Start.</p> <p>Additional phonics sessions targeted at disadvantaged children and delivered by</p>	<p>Research and evidence suggest that a systematic approach to teaching phonics has a positive impact (+5 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2

<p>teaching assistants trained in WRI and WRI Fresh Start.</p> <p>Train teaching assistants to deliver Fresh Start.</p> <p>Teaching assistants to deliver one to one intervention to the bottom 20%.</p> <p>Release time for Phonics lead to monitor children progress so interventions are monitored effectively.</p>		
<p>Delivery of Better Reading Support Partners.</p> <p>Additional reading intervention targeted at disadvantaged children and delivered by a teaching assistant.</p> <p>Two teaching assistants to be deliver intervention and complete the training.</p>	<p>Research suggests that teaching reading comprehension strategies have a high impact (+6 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
<p>CPD for staff. Training with the Maths hub for Teaching staff on Mastery maths teaching for all.</p> <p>CPD for year 4 and 5 teachers to enable them to teach the mastery multiplication training.</p> <p>Funding will be used to release staff to attend training and release the maths lead for coaching sessions where needed.</p>	<p>Research suggests that mastery teaching in maths is beneficial to all children to ensure a deep understanding of mathematics is gained.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	6
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Teaching assistant to deliver intervention.</p> <p>Training and Implementation of Talk through stories to improve oracy skills.</p> <p>CPD for staff on the creating of the oracy curriculum and how to effectively teach oracy. Funding will be used to release staff to attend the training.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oracy">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>CPD for staff on Senior mental health training and mental health first aid.</p> <p>CPD and release time for the Mental health lead to train and support the 'Head starters'.</p>	<p>Social emotional mental health is crucial due to the recent pandemic. Studies suggest children with SEMH issues find concentrating and engaging with activities difficult thus negatively impacting their learning. The course aims to equip the staff on how to give children with skills and techniques to better deal with their emotions and everyday life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
<p>Essential experiences built into curriculum and cost subsidised for PP children.</p> <p>Reduction in cost for trips and residential trips for PP children.</p> <p>Children encouraged to attend free PP sport and outdoor activity events.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) emphasises improving cultural capital particularly for disadvantaged children. Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment in learning.</p> <p><a href="https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf">https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</a></p>	4,5

**Total budgeted cost:**



## 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 2024 to 2025 academic year.

Pupil premium funding has been used to improve the teaching and learning of phonics. In 2022 79% of children passed the phonics screening test. Funding has been used to work closely with the English hub and to release staff to complete Read Write Inc training. The funding has been used to release the phonics lead weekly to observe and coach staff to improve phonics. In 2024 100% and 2025 85% (11/13) of the year 1 cohort passed the phonics screening test including 100% of the year 1 PP children in 2024 and 60% in 2025. We will continue to purchase the Read Write Inc Ruth Minskin site for continued professional development. The reading lead will continue to coach and monitor phonics closely with release time to do this using PP funding. Teaching assistants will continue the fast track targeted interventions to ensure that the bottom 20% are on track and making good progress. New staff will continue to be released to complete training to ensure fidelity of the Systematics Phonics Program. The phonics lead will continue to closely monitor the progress of children within phonics through termly assessments and mid-term assessments for children identified to ensure that barriers and gaps within phonics are quickly identified and filled. Children's progress will be discussed and monitored weekly using assessment for learning and every half term children will be assessed using the Read Write Inc assessments to ensure that progress is monitored.

Pupil premium funding has been used to improve the teaching and learning of mathematics. The funding has been used to purchase the White Rose maths scheme to ensure that there is a consistent approach to teaching maths. Funding has been used to release the maths lead and other teaching staff to attend training with the Maths Hub. Assessments and observation indicate that the teaching and learning of maths needs to continue to be a focus of improvement. In 2023, 76% of children met the expected standard of maths in KS1 (86% of Disadvantaged children) and in 2025, 71% of children met the expected standard of maths in KS1 (50% of Disadvantaged children). In KS2, assessments and observations have shown a decrease in attainment of maths this year. In 2023, 83% of children met the expected standard for maths in KS2 (75% of PP children), whereas in 2025, 76% of children met the expected standard (56% of PP children). Moving forwards, the continuous professional development of maths needs to be a focus. Due to the below average multiplication test scores in 2024 (13% scored 25/25), PP funding was used to release staff to go on training with the maths hub to complete the mastering multiplication course. The maths lead was given release time to create a multiplication teaching strategy across school. Scores in 2025

show a 43% increase from the previous years score with 56% of children scoring 25/25 on the multiplication test and disadvantage children scoring an average of 21.6/25 which is above the national average.

Social Emotional and Mental Health has developed throughout the school. Funding has been used to release staff to complete training and develop training within the school for staff and pupils. Pupils have completed the 'Head starters' training and a trained therapist is on site in school every Monday to complete sessions with children were needed. Training has been developed by the SEMH lead and a new behaviour management strategy has been instated to develop children's awareness of their own behavioural needs and how to self-regulate. Self-regulation boxes have been purchased and placed around the school allowing children the time and skills needed to regulate their own mood or with support from staff when needed.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider