

Pupil premium strategy statement – Poolsbrook Primary Academy

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	63
Proportion (%) of pupil premium eligible pupils	60.3%
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)	2024-2025 to 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Stewart
Pupil premium lead	Ben Chalkley
Governor / Trustee lead	Malcolm Hinit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£57,570

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is driven by a desire to provide the opportunities and experiences which will empower all children to achieve across all areas of the curriculum. At Poolsbrook Primary Academy, we believe that every child, regardless of their social and financial background, early adverse childhood experiences or current challenging circumstances, can reach their full potential. As a school, we strive to mitigate the barriers and challenges our pupils may face to ensure that any gaps are identified and are addressed promptly, enabling all children's needs to be fully met and giving children the opportunity to achieve their aspirations.

We honour the belief that all pupils deserve a culture of high expectation as a fundamental principle. We have high expectations of all pupils and want them all to experience a successful and fulfilling education. Research tells us that many pupils in receipt of pupil premium funding were adversely affected by the pandemic and in some schools, this has severely affected these pupil's outcomes. However, at Poolsbrook this has not been the case. We have lived up to our expectations and ensured that there is equity in the attainment of all pupils regardless of the background and that all pupils are well prepared for the next stages of education.

We are aware that some of the pupils at Poolsbrook Primary Academy face challenges that are unique to our area. These include low early language levels; lower attendance; less well-developed writing skills and some periods of dysregulation. As well as these challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have access to the same opportunities outside school. Our highest priority for our children in receipt of pupil premium funding is that they receive quality first teaching which meets their academic needs and support for their social and emotional needs. We feel this approach will benefit all pupils at Poolsbrook. We recognise the importance of early intervention. We have and will continue to invest in the Early Years by ensuring that early literacy and language development, and in particular, support for speech and language is an explicit and highly valued approach, as we know that this is a pre-determiner for future success. We will focus our funding on strategies which support and develop the teaching and learning of communication and language.

Challenges

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

Challenge number	Detail of challenge
1 – Attendance	Our attendance data shows that persistent absenteeism is falling but continues to be an area of development. Our aim to reduce persistent absenteeism to 0% and for overall attendance for be over 97% for all children. Absence is a complex challenge which often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016). Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.
2 – Early Language	We understand that children join nursery with a wide range of experiences and skills in communication and language. Some may need extra support to develop these skills, and we are here to help. We understand that children often benefit from additional support with speech and language. Research highlights how important early language development is for every child—for example, Hart & Risley (1995) showed that children’s language experiences can vary greatly depending on their circumstances. Our goal is to provide all children with a rich language environment in school and to work closely with families to encourage language development at home.
3 – Sense of belonging	At Poolsbrook Primary Academy, we believe that a strong sense of belonging underpins pupils’ engagement, wellbeing and academic success. While positive relationships are well established across the school, we recognise that some children and families experience barriers that can make it harder to feel fully connected to school life. These may include limited confidence in engaging with school, previous negative experiences of education or practical pressures such as work commitments and competing demands at home. Research highlights that pupils who feel a strong sense of belonging demonstrate improved attendance, engagement and attainment (Allen et al., 2021). The Education Endowment Foundation (EEF) also identifies parental engagement as a high-impact strategy, with effective approaches linked to an average of +4 months’ additional progress (EEF, 2024). By creating inclusive, accessible opportunities for families to engage with the school community, we aim to strengthen trust, enhance relationships and ensure that all pupils feel supported, valued and motivated to succeed.
4 – SEMH	Social, Emotional and Mental Health is one of the main reasons for children to be on our SEND register. SEMH is a complex area and results in children having barriers to learning. This could be due to lack of concentration, difficulties in regulating their emotions or needing more bespoke provision to support them back into the classroom. We see that SEMH disproportionately affects our children who are eligible for Pupil Premium funding. We want to provide our children with the necessary tools and techniques to allow them to independently regulate their emotions so they are in the best possible position to learn and to progress post primary school.
5 – Attainment in writing	Our data shows encouraging progress in writing, with gaps between pupil groups continuing to narrow. Building on this success remains a central priority throughout our three-year plan, as we strive to ensure every child achieves their full potential. Writing is a complex skill that benefits from strong vocabulary, oral language foundations and opportunities for extended practice, and we are committed to providing these through high-quality teaching and targeted support. Research from the Education Endowment Foundation highlights that oral language interventions can lead to an average of +6 months’ progress, and structured writing approaches are proven to accelerate literacy development (EEF, 2024).

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
To improve attendance across the school, with a particular focus on pupils experiencing persistent absence or attendance-related barriers	0% of children with persistent absence. PP average to be above the national average of 97%. Attendance gaps between pupils facing attendance barriers and their peers will narrow because of early identification, personalised support and strengthened family engagement.
Increase attainment in Early Reading with a focus on Phonics but with increased attainment in early comprehension.	% of children passing their phonics assessment will be consistently in line or above national average. Children will develop a love of reading which continues throughout their time in school. This will be evidenced through pupil voice and an increase in reading stamina and vocabulary knowledge.
To strengthen engagement with families who experience barriers to involvement in school life, ensuring they feel informed, valued and supported to engage with their child's learning and wellbeing.	Pupil voice, family feedback and ongoing observations led by the Nurture Lead will demonstrate improved feelings of connection and trust between families and the school. Increased participation in workshops, events and communication opportunities will indicate stronger engagement, supported by targeted outreach and personalised support where required. There will also be an increase in pupils' participation in enrichment activities, trips and wider school opportunities, reflecting growing family confidence in accessing and engaging with school provision.
To develop pupils' metacognitive and self-regulation skills so they are able to plan, monitor and evaluate their learning with increasing independence.	Success will be evident through improved learning behaviours, increased independence and stronger resilience among pupils identified as needing additional support in this area. Ongoing monitoring through learning walks, behaviour tracking and SEMH observations will show pupils applying taught metacognitive strategies more consistently, including planning their approach, sustaining focus and reflecting on their work with reduced adult prompting. Pupil voice activities will demonstrate increased metacognitive awareness, with pupils able to articulate what supports their learning and how they manage challenge. Behaviour data and classroom observations will show improved emotional regulation and reduced disruption, aligning with wider SEMH support already in place.

	Work scrutiny and teacher assessments will reflect improved task completion, increased quality over time and measurable academic progress in areas previously limited by poor self-regulation.
To improve writing attainment at the end of EYFS, KS1 and KS2 through a renewed focus on high-quality teaching, targeted support and evidence-based practice.	By the end of the three-year strategy, writing outcomes across EYFS, KS1 and KS2 will show sustained and measurable improvement for pupils who face barriers to literacy development. Gaps in writing attainment will narrow year-on-year, with assessment information demonstrating that an increasing proportion of these pupils are working in line with age-related expectations. This improvement will be driven by consistently high-quality teaching, clear progression in writing, robust assessment practices and targeted support that directly addresses identified barriers such as vocabulary development, oral language and writing stamina.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement WalkThru strategy model across all phases, supported by CPD and coaching for teachers	EEF – Professional Development & Teaching Quality Sustained, high-quality CPD improves teacher expertise and pupil outcomes. WalkThru provides structured, evidence-based instructional strategies that enhance classroom practice and consistency.	4,5
<i>Whole-school CPD on behaviour management and consistent implementation of emotion coaching scripts to support regulation</i>	EEF (+3 months) – Behaviour Interventions Behaviour interventions improve attainment by reducing disruption and creating a positive learning environment.	3,4

<i>Further embed No Nonsense Phonics across EYFS and KS1, with additional CPD and increased phonics time in KS1 timetable</i>	EEF (+5 months) – Phonics Systematic phonics teaching has a strong positive impact on early reading, particularly for disadvantaged pupils.	2
<i>Roll out No Nonsense Phonics interventions for KS2 pupils who need catch-up support</i>	EEF (+3 months) – No Nonsense Phonics in KS2 Structured phonics interventions for older pupils accelerate reading progress and close gaps.	2
<i>Provide CPD for teachers on designing effective scaffolds and modelling metacognitive strategies</i>	EEF (+7 months) – Metacognition and Self-Regulation Explicit teaching of metacognitive strategies significantly improves independence and attainment.	3
<i>Targeted CPD on writing instruction, including vocabulary development and extended writing opportunities</i>	EEF (+6 months) – Oral Language Interventions & Writing Approaches Structured approaches to writing and vocabulary development accelerate progress in literacy.	5
<i>Regular coaching and mentoring for staff to embed best practice in feedback, phonics, and metacognition</i>	EEF – Professional Development <i>Sustained CPD and coaching improve teacher expertise and pupil outcomes.</i>	3,4,5

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

Budgeted cost: £16,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children eligible for Pupil Premium funding will be prioritised for feedback across the curriculum (including feedback on self-regulation and metacognition)	EEF+6 Feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	2,5

Pre and post teaching sessions for targeted children	<p>EEF+6 Feedback Pupils respond well to specific and individual feedback.</p> <p>EEF+7 Metacognition and self-regulation Pupils able to articulate learning needs pre and post session.</p> <p>EEF+4 small group work This enables the teacher to give increased support to vulnerable pupils.</p>	2,3,4,5
<i>Reading Comprehension Strategy Focus for targeted KS2 pupils through HQFT</i>	<p>EEF (+6 months) Reading Comprehension Strategies Explicit teaching of strategies such as prediction, summarising, and questioning improves understanding and attainment.</p>	2,5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver regular family engagement workshops led by the teachers and Nurture Lead, focusing on practical strategies for supporting learning at home and building positive relationships with school	<p>EEF (+4 months) – Parental Engagement The EEF identifies parental engagement as a high-impact strategy for improving attainment, particularly in early literacy and homework support. Effective approaches include structured workshops, personalised communication, and resources that empower parents to support learning. These strategies also strengthen sense of belonging and trust between families and school.</p>	1,2,3,4,5
Children identified to take part in the ELSA Programme with the Family Support Worker (Emotional Literacy Support Assistant)	<p>EEF+4 Social and emotional learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	4
The school subsidises part or all of residential, trips and visits for PP where necessary.	<p>"One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils." OFSTED 'The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement</p>	3,4

	for disadvantaged pupils' (published in 2012)	
Provision of 1 free extra curricular club per term	National College: 'Research has shown that these interventions can have a significant impact on the wellbeing and social mobility of disadvantaged pupils. For example, extra-curricular activities have been shown to improve the confidence and self-esteem of disadvantaged pupils, whilst mentoring and coaching have been shown to improve their social and emotional skills.'	3

Total budgeted cost: £57,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our pupils who has barriers to learning has been assessed using national assessment data, internal school assessments, and wider observations.

Phonics Screening (Year 1):

Pupils achieved 71%, which was close to the overall outcomes for the whole Year 1 cohort. This indicates strong early reading progress and effective phonics intervention strategies.

Multiplication Tables Check (MTC):

Results were above the national average, though slightly lower than the overall cohort average of 60%. This demonstrates positive progress in numeracy, with room for further improvement.

End of Key Stage 2 Assessments:

Combined outcomes for Reading, Writing, and Mathematics were broadly in line with the wider cohort, showing encouraging progress. However, Reading and Writing remain priority areas for improvement.

Progress and Barriers

Children facing barriers in school have continued to make progress across year groups, supported by targeted interventions and family engagement strategies. A recent residential trip to London highlighted that confidence, rather than financial constraints, was the main barrier for some pupils in participating. This shift reflects the success of increased financial support for families, ensuring cost is no longer a limiting factor.

Our next focus will be on building confidence through nurture programmes, enabling more disadvantaged pupils to take part in extra-curricular activities that enhance cultural capital and personal development.

Attendance and Wellbeing

Attendance for disadvantaged pupils continues to improve, though challenges remain. We are actively working to reduce barriers to attendance, whether related to transport, social, emotional, and mental health (SEMH) needs, or parental understanding of the importance of school. Behaviour and wellbeing support remain integral to our strategy, with ongoing efforts to embed these into the curriculum.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.