

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	Garswood Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	13.8% (28 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	P. Potter
Pupil premium lead	A. Yearsley
Governor / Trustee lead	Cllr S. Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£38,920

Part A: Pupil premium strategy plan

Statement of intent

At Garswood Primary, we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, achieve their full potential. We recognise that disadvantaged pupils may face additional barriers to learning and we are determined to address these through high-quality teaching, targeted academic support, and wider strategies that support wellbeing, attendance, and access to enriching opportunities.

Our pupil premium strategy is guided by evidence-based research, particularly the Education Endowment Foundation's guidance, and focuses on:

Quality First Teaching for all pupils, which benefits disadvantaged pupils most

Targeted academic support to close gaps in learning

Wider strategies to address non-academic barriers including mental health, attendance, and access to cultural capital

We have high expectations for all pupils and believe that no child should be limited by their circumstances. This strategy aims to remove barriers and provide the support needed for every pupil premium child to thrive academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Exposure to Rich Language and Literature: Focusing on language and vocabulary development in the early years is especially vital for disadvantaged pupils, as it helps close gaps in communication, comprehension, and confidence. Early support secures access the full curriculum, and empowers pupils to express themselves clearly, and build strong foundations for lifelong learning and social interaction. Early observations in EYFS identify language development as a barrier to achievement. Furthermore, as children progress, they may struggle if they have not had early exposure to rich language and fewer opportunities for reading widely as a result – may struggle to retain spelling facts. These gaps can affect their ability to recognise patterns, apply spelling rules, and commit words to memory. Without targeted intervention and regular practice, pupils may fall behind, making it harder to build confidence and fluency in writing.
2	Development of Mathematical Fluency Developing secure multiplication fact knowledge is especially important for disadvantaged pupils, as it strengthens their confidence and fluency in maths, helping them access more complex problem-solving and reasoning tasks. Without this foundation, pupils may struggle to keep up with the pace of learning, widening attainment gaps. We have identified that this retaining multiplication facts is a barrier among our disadvantaged pupils. Early and consistent support with times tables empowers them to engage more fully in lessons, build resilience, and achieve success across the wider curriculum.
3	Access to Cultural Capital and Enrichment We recognise that the more experiences children have in their primary years, the more this support their understanding of the world, the more it

	enriches their vocabulary and the more it provides them with aspirational ideas to support their ambition. For some families, logistical and financial constraints can limit access to enrichment opportunities such as educational visits, music tuition, and extracurricular activities. Providing pupils with equitable access to experiences that broaden horizons, build cultural capital, and support aspirations will support their wider development, and provide potential for aspiration.
4	Access to support for Social, Emotional and Mental Health There are external stresses this can cause emotional and mental health challenges for families. Some pupils and parents present with increased anxiety, and families are navigating challenges including bereavement, family changes, housing and financial pressures. Providing support can help reduce barriers and provide coping mechanisms.
5	High Attendance and Engagement Low attendance at school can create a significant barrier to learning, particularly for disadvantaged pupils. Missing regular lessons means gaps in knowledge quickly build up, making it harder for children to keep pace with their peers. This can lead to reduced confidence, disengagement from learning, and lower overall attainment. Consistent attendance is crucial for building routines, relationships, and the continuity needed to make sustained academic and social progress. Some pupils experience barriers to consistent attendance, with attendance of disadvantaged pupils approximately 4.5% below their peers. We work with families to understand and address the factors affecting attendance to ensure all pupils benefit from continuous learning.

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
Exposure to Rich Language and Literature: Children will be identified and supported from EYFS to develop a rich vocabulary. They will enjoy books. There will be improvements in spelling and grammar among disadvantaged pupils, with particular emphasis on achieving Greater Depth Standard.	All pupils will be screened using NELi and intervention and support provided to impact on pupils and secure age appropriate language use by the end of Y1. Children will demonstrate an expanded spoken and written vocabulary, using a wider range of words appropriately in context; recorded in EYFS tracking format. Enhanced communication skills and confidence in expressing ideas when conversing with peers and adults. Stronger foundations in early language from EYFS, evidenced through baseline and ongoing assessments showing accelerated progress in communication and language development Increased accuracy in age-appropriate spelling patterns and common exception words, with a higher proportion achieving Greater Depth Standard in spelling assessments by the end of KS2.
Development of Mathematical Fluency: Improved mathematical fluency through rapid and accurate recall of times tables and efficient arithmetic calculation strategies.	Disadvantaged pupils will demonstrate: Increased speed and accuracy in mental arithmetic calculations across all four operations Times tables check results for disadvantaged pupils in line with national average. Currently 50% of PPG pupils attained 21<% Improved performance in arithmetic assessments, with a higher proportion achieving age-related expectations and Greater Depth Standard Confident use of efficient calculation strategies for addition, subtraction, multiplication and division Consistent application of arithmetic skills in both written and mental mathematics tasks, evidenced

	through regular formative and summative assessments
Access to Cultural Capital and Enrichment Disadvantaged pupils access a broad range of enriching opportunities	100% of disadvantaged pupils participate in at least one extracurricular club All pupils actively encouraged and supported to attend all educational visits and residential trips with regular support in place to enable families financial assistance if necessary. Pupils have access to music tuition, sports clubs, and cultural experiences; being provided with additional financial support to attend if the experience requires it. Pupil voice demonstrates increased aspiration and awareness of opportunities.
Access to support for Social, Emotional and Mental Health Access to wellbeing and mental health support for disadvantaged pupils and their families	MHST consults prioritise disadvantaged pupils when appropriate School operate family support such as Invest in Play, Family forest school. Early Help assessments and referrals made promptly for families in need. Analysis show decreasing behaviour incidents involving pupils as recorded on CPOMS. Logs to be kept by DHT/PP Coordinator and FSW. Families report feeling supported by school and quotes archived on CPOMS and/or pupils/parent surveys Disadvantaged pupils demonstrate improved emotional regulation and resilience in class and in transitional activities. Attendance at family support sessions and pastoral interventions
High Attendance and Engagement Improved attendance rates for disadvantaged pupils.	With previous Year's PP attendance figures standing at 91.13% (94.25 w/o Reception) and overall whole school attendance figures sitting at 97.1. The attendance gap between PP and non-PP pupils should be monitored and narrow to less than 2% Persistent absence rates for PP pupils decrease year on year. Fewer term-time holidays taken by PP families Improved punctuality for PP pupils recorded on Brom-com – persistent lack of punctuality challenged and tracked. PP attendance rate of at least 95% with an overall goal of 97% in line with non-PPG. Although the group are not yet at the target of 97%, much support work is being performed to improve this figure, and further progress is expected as we support individuals and families alike. Where there are further concerns the EWO and FSW work together to improve attendance – including lates.

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: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in WELL-comm and NELI and screening exercise for all nursery/Rec/Ks1	October 2017 Education Endowment Foundation EEF reports on Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds, EEF - Early Years Toolkit - Highlights oral language interventions as one of the most effective strategies for improving outcomes in early childhood education. - Emphasizes the importance of early screening to identify children who would benefit from targeted support Royal College of Speech and Language Therapists (RCSLT) advocates for universal early language screening and has published guidance on best practices. Their position is based on evidence showing that early intervention leads to better long-term outcomes in education and social development.	1
High-quality CPD for all staff focused on evidence-based teaching strategies, including: effective questioning techniques (wait time, probing questions, targeting disadvantaged pupils), retrieval practice and spaced repetition and recall to secure long-term memory, adaptive teaching to meet diverse needs without lowering expectations, explicit vocabulary instruction, modelling and scaffolding, and feedback that moves learning forward. CPD delivered through coaching, peer observation, INSET days, and external training. Focus on ensuring all teaching strategies particularly benefit disadvantaged pupils through deliberate practice and high expectations.	EEF evidence shows quality-first teaching has the highest impact (+5 months impact). Investment in professional development ensures all pupils, particularly disadvantaged, benefit from excellent teaching. Strong teaching is the foundation for closing attainment gaps and has greater impact than any intervention. Building of strong relationships in class around a mutual respect to impact significantly on pupil performance.	1/2
Training for all staff on supporting pupils with poor mental health and trauma-informed practice. This includes: understanding the impact of adverse	Creates a nurturing environment where pupils feel safe to learn. Staff equipped to identify and respond to mental health needs early, preventing	4

childhood experiences (ACEs), recognising signs of anxiety and distress, de-escalation strategies, emotional regulation techniques, attachment and relationship-based approaches, and when/how to refer pupils for additional support. Training delivered through INSET days, staff meetings, and access to external specialists (e.g., educational psychologists, mental health practitioners). All staff complete basic mental health awareness training with key staff receiving enhanced training (e.g. Counselling, Mental Health, First Aid and safeguarding).	escalation and ensuring vulnerable pupils can access learning. Particularly important given impact of pandemic and cost-of-living crisis on families.	
Quality first teaching approach to maths with CPD and resources including White Rose Maths scheme, supplemented by online adaptive learning platforms such as Maths Whizz, Mastering Number and Daisy Ed: Maths. Staff training focuses on concrete-pictorial-abstract (CPA) approach, mathematical fluency and reasoning, same-day intervention for pupils who haven't grasped concepts, use of manipulatives and visual representations, and designing tasks that deepen understanding rather than accelerate. Online platforms provide personalised practice aligned to each pupil's needs with real-time data to inform teaching. Regular pupil progress meetings analyse maths data to identify PP pupils requiring additional support.	Mastery learning (+5 months impact) ensures secure understanding before moving on. Particularly benefits disadvantaged pupils who may have gaps in prior learning. CPA approach makes abstract concepts accessible. Adaptive technology provides targeted practice at the right level, building confidence and fluency. Same-day intervention prevents gaps widening.	2
Quality CPD and subsequent QFT using Ready Steady Write and Ready Steady Spell	<i>Impact Counts 2024</i> report shows the evidence of impact from Ready Steady Write and Ready Steady Spell. The elements within the programme all tie into the EEF research – for example, 'Teach writing composition strategies through modelling and supported practice' and 'Develop pupils' transcription and sentence construction skills through extensive practice' – these are 2 key recommendations in the Improving Literacy elements at KS2	1

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

Budgeted cost: £ 14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for reading and phonics (1:3 or 1:4) delivered by trained TAs using structured programmes such as Nuffield Early Language Intervention (NELI) for language and communication skills, and Well COMM for speech, language and communication needs. Sessions run daily for 15-20 minutes focusing on phonics gaps, oral language development, vocabulary, listening and narrative skills, decoding, blending, and early comprehension skills. TAs receive ongoing training and coaching to ensure high-quality delivery and fidelity to programme structure. Pupils identified through diagnostic assessment and progress monitored weekly to inform next steps.	Small group tuition (+4 months impact). Intensive, structured support for pupils who are falling behind in phonics/early reading. Daily, short sessions with trained staff ensure rapid progress. NELI and WellComm are evidence-based programmes proven to support language development, which underpins reading success. Evidence shows well-trained TAs delivering structured interventions can have significant impact.	1
Targeted maths intervention groups focusing on arithmetic, times tables and basic skills using evidence-based programmes including Mastering Number and adaptive online platforms such as Maths Whizz, Atom Learning and Dream Box Maths which provide personalised learning pathways, half termly Times Tables challenge activities for fluency, and precision teaching for number facts. Interventions target specific gaps identified through formative assessment and data from adaptive platforms, focusing on concrete understanding before moving to abstract. Sessions delivered 3-4 times weekly by trained TAs with teacher oversight. Rapid catch-up approach ensures pupils can access age-appropriate curriculum content. Online platforms provide additional practice and track progress in real-time.	Small group tuition (+4 months impact). Addresses specific gaps in numeracy through structured, evidence-based programmes. Frequency and intensity enables rapid catch-up. Adaptive technology (Atom Learning, Maths Whizz, Dream Box Maths) provides individualised practice at the right level, building confidence and addressing misconceptions. Focus on fluency and automaticity frees up working memory for problem-solving and reasoning. Particularly important for PP pupils who may lack practice opportunities at home.	2

School-led booster classes prior to and after school in UKS2 focus on Small group tuition delivered by teachers, focusing on core literacy and numeracy skills. Booster classes is in addition to, not instead of, quality-first teaching. Pupils selected based on identified gaps, with regular review of impact. Sessions structured around diagnostic assessment, targeted teaching, and practice opportunities.	Evidence-based Booster programmes provide intensive catch-up support (+4 months impact for small group tuition). Additional teaching time with expert input accelerates progress for pupils who have fallen behind. Structured approach ensures effective use of funding.	1/2
Wraparound clubs offer pupils the opportunity to access cloud-based activities to further enhance understanding. Quiet space with resources (stationery, laptops, books, manipulatives) for pupils to complete homework and consolidate learning. Staff available to support understanding and address misconceptions. Reading, spelling, and times tables practice embedded into sessions. Breakfast (Free) provided at morning club to ensure pupils are ready to learn. Targeted invitation to PP pupils whose families may struggle to support homework at home.	Provides space and support for pupils who lack resources at home. Removes barrier of inadequate workspace, materials, or parental capacity to help. Ensures PP pupils complete homework to same standard as peers. Also supports attendance and punctuality (breakfast club). Homework consolidates learning and develops independent study skills.	1/2

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

Budgeted cost: £ 12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on improving attendance and utilising the Supporting school attendance EEF reflection and planning tool	Supporting school attendance EEF document outlines the key approaches that evidence impact.	5
FSW (Helen Evans) to work with families to improve attendance and punctuality	Evidence shows that school attendance is critical - pupils need to be in school to benefit from teaching and intervention. Dedicated resource to tackle PA and support families directly with their individual barriers.	5
First day response system and attendance	Early identification and rapid response prevents attendance patterns from becoming entrenched.	5

rewards/incentives for improved attendance.		
Subsidised/free access to educational visits, residential trips, and enrichment activities	Cultural capital and aspirations are built through experiences. Removing financial barriers ensures equity of access.	3
Funded extracurricular clubs (including breakfast and after-school clubs) for PP pupils	Wider cultural and sporting opportunities develop skills, confidence, and belonging. May also improve attendance.	3,5
Dedicated Pastoral Lead (FSW) provision for mental health and wellbeing support	Social and emotional learning (+4 months impact). Early intervention prevents escalation and removes barriers to learning.	4
Family support and signposting service (e.g., financial hardship, housing, domestic abuse, bereavement)	Addressing wider family needs removes barriers to attendance and learning. Builds trust with families.	4/5
Free uniform, PE kit, and equipment (including school bags, stationery)	Removes financial barriers and ensures pupils are ready to learn. Reduces stigma and promotes sense of belonging.	3
Subsidised breakfast club and food provision for vulnerable families	Nutrition impacts on concentration and readiness to learn. May also improve attendance and punctuality.	4/5
Access to music tuition, sports coaching, and cultural experiences (residential and extra-curricular, museums, etc.)	Builds cultural capital and widens horizons. Addresses limited access to opportunities outside school such as London trip and PGL	3

Total budgeted cost: £ 38,920

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 years.

Summer 2025												
	Maths				Reading				SPAG			
	PKS	WTS	EXS	GDS	PKS	WTS	EXS	GDS	PKS	WTS	EXS	GDS
Reception (2)	0%	50%	50%	0%	0%	50%	50%	0%	0%	50%	50%	0%
Year 1 (2)	0%	0%	100%	0%	0%	50%	50%	0%	0%	50%	50%	0%
Year 2 (2)	0%	0%	100%	0%	0%	0%	50%	50%	0%	0%	100%	0%
Year 3 (2)	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%
Year 4 (5)	0%	60%	40%	0%	0%	60%	20%	20%	0%	20%	60%	20%
Year 5 (5)	0%	60%	40%	0%	0%	40%	40%	20%	0%	60%	40%	0%
Year 6 (6)	0%	17%	66%	17%	0%	0%	66%	33%	0%	33%	50%	17%
Total: Ex<	63% (17% GDS)				71% (21% GDS)				71% (8% GDS)			

Pupil Premium Non-Core Analysis (EXS+)											
	Science	History	Geography	RE	PE	Computing	Art	DT	Music	PSHE	MFL
Year 1 (2)	100%	50%	100%	50%	0%	50%	50%	50%	50%	100%	0%
Year 2 (2)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%
Year 3 (2)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Year 4 (5)	100%	75%	100%	75%	50%	25%	100%	100%	50%	100%	50%
Year 5 (5)	80%	83%	83%	100%	100%	75%	80%	100%	100%	80%	83%
Year 6 (6)	100%	84%	100%	100%	83%	83%	100%	100%	100%	100%	100%

The introduction of maths working walls in classrooms has helped teachers clearly model and display key concepts and strategies, supporting visual learners and guiding them through their next learning steps. Staff have taken a tailored approach to maths teaching, ensuring high-quality instruction that helps all pupils—especially those with gaps in their previous learning—make accelerated progress.

Lessons follow the White Rose small steps approach and include STEM sentences to support understanding. There has been a stronger focus on developing reasoning skills across all year groups. The maths lead has provided teachers with challenging activities and resources to improve problem-solving and deepen pupils' application of knowledge.

Arithmetic outcomes at the end of KS2 have continued to show improvement, with most pupils confidently solving problems involving the four operations, fractions, percentages, and algebra; many of whom regularly score over 36 out of 40 in weekly arithmetic tests. NCETM resources have been pivotal in consolidating previous learning, helping pupils make faster progress and apply their knowledge effectively in reasoning tasks.

To strengthen home-school links, a parent booklet is sent home at the end of each unit, keeping parents informed of current learning. KIRFs (Key Instant Recall Facts) are used every half term in all classrooms

to reinforce key knowledge. Parent classes in the spring term provide additional support for understanding new mathematical concepts.

There has been a sustained and measurable improvement in writing outcomes across the school.

Targeted initiatives, including the consistent teaching of grammar and punctuation, daily opportunities for extended writing, and the use of high-quality texts through 'Ready Steady Write', have resulted in pupils producing more structured, coherent, and creative work.

Moderation across year groups and phases has ensured consistency in teacher assessment and high expectations. The implementation of clear success criteria and writing scaffolds has supported all learners, particularly those with SEND and pupil premium, in making strong progress.

Pupils are now demonstrating greater stamina, improved vocabulary choices, and increased accuracy in spelling and sentence construction. This has been further supported by the school's renewed focus on the editing and redrafting process, encouraging pupils to take greater ownership of their work.

Monitoring activities, including book scrutinies and learning walks, show evidence of writing being taught and celebrated across all subjects. This whole-school focus has led to increased pupil engagement and pride in their written work.

Overall, the quality of writing has significantly improved, and pupils are better equipped with the skills and confidence to write for a range of purposes and audiences.

Pupils across the school continue to demonstrate a positive outlook, and those needing emotional support continue to receive targeted help. Our Family Support Worker provides regular sessions focused on well-being, confidence, attendance, and transitions, ensuring all pupils feel valued, safe, and heard.

Pupil voice remains central to our ethos, with regular feedback sessions showing strong engagement with our core values: kindness, ambition, and respect. These values are reinforced throughout school life and reflected in pupil behaviour and attitudes.

Family engagement is also a key priority and has benefited from the Pupil Premium funding. The FSW works closely with families to provide support and strengthen home-school relationships. A recent parental survey highlighted the positive impact of this work, demonstrating our shared commitment to pupil well-being and community support.

Pupils access counselling on a regular basis to help them come to terms with concerns and issues they may have in and out of school.

School counsellor meets with pupils across the school and is a vital support mechanism to pupils who are suffering from ACES and/or who have experienced a form of trauma. Pupils are also offered support in dealing with their own anxieties and mental health.

Year 6 pupils have access to the counselling service as a means of supporting their anxieties about SATs and transitioning to High School.

PP attendance figures are stand at **91.13% (94.25 w/o Reception)** for the 2024-25 academic year Last year's attendance for the PPG group was **95.61%**.

Although the group are not yet at the target of 97%, much support work is being performed to improve this figure, and further progress is expected as we support individuals and families alike.

Where there are further concerns the EWO and FSW work together to improve attendance – including lates.

Overall whole school attendance figures are at **96.73%** (slightly below the target figure of 97%). However, the figure rises to **97.07%** if we do not include reception, which is above our target.

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
MARK Analysis	Rising Stars (PIRA, GAPS)

Premium Classroom Resources	Ready Steady Write/Spell
Online Times Tables Support	Government TTC practice
Support for Phonics	Little Wandle Letters and Sounds
Whole School Spelling System	Ready Steady Spell
Ready to Progress	National Centre for Excellence in the Teaching of Mathematics.
Premium Classroom Resources	White Rose Maths
Online standardised score generator	Smart Grade
Premium Classroom Resources	Reading Plus