

Pupil premium strategy statement for Pear Tree Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Pear Tree Primary	Pear Tree Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 -2026
Date this statement was published	September
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Nikki Casey
Pupil premium lead	Mr Nicholas Trude
Governor / Trustee lead	Dr Jo Hillman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Recovery premium funding allocation this academic year	N/A
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	£19,695

Part A: Pupil premium strategy plan

Statement of intent

To ensure that every pupil at Pear Tree Primary School achieves their full potential, regardless of their background, by providing tailored support and resources. This aims to create equitable opportunities for all learners. We also foster a love of learning and resilience in pupils, equipping them with the skills and knowledge necessary for lifelong success. This promotes a growth mindset and encourages perseverance. At Pear Tree, we create an inclusive and nurturing environment where pupils feel valued, respected, and motivated to engage fully in their education. This enhances emotional well-being and academic engagement. Staff at Pear Tree promote high aspirations among pupils by exposing them to diverse experiences and opportunities that broaden their horizons. This encourages ambition and prepares them for future challenges. At Pear Tree Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school, or as individuals, and allocate funding. We will use recent research such as the 3-tiered approach to teaching written by the Education Endowment Fund (EEF):

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background so that disadvantaged pupils are represented proportionately through all areas of school.
- Enable our more disadvantaged pupils to make good- if not better- progress than their non disadvantaged counterparts both within school and nationally, reaching their uplifted targets. This is done via equitable teaching approaches targeted at accelerating progress of our disadvantaged learners.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Prepare our pupils fully for their next stage of schooling.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- As we look ahead to the next academic year, we will be exploring how Raising Attainment for Disadvantaged Youngsters (RADY) can act as a golden thread running through all aspects of school life, ensuring that the experiences and outcomes of disadvantaged learners remain at the forefront of our priorities.

- Provide quality first teaching in all subject areas for all pupils, ensuring equitable approaches to target our disadvantaged learners.
- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Identify each child's barriers to learning and explore research and evidence to support for specific interventions/strategies in order to help them reach their uplifted targets.
- Provide targeted intervention and support to quickly address identified gaps in learning- including the use of small group work and 1:1 support.
- Regularly check pupils' progress and adapt interventions if necessary.
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences, ensuring PP pupils are proportionately represented in all groups across school including:
 - Providing opportunities for pupils to participate in enrichment activities including sport and music.
- Providing appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles:

- We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data and that targets for disadvantaged pupils are uplifted based on the attainment gap with their non-disadvantaged peers.
- Class teachers will identify specific intervention needs and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults (ELSA)

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading Gaps KS2</p> <p>Our data reveals that 40% of disadvantaged pupils in KS2 are meeting the expected standard or exceeding in reading, compared to 70% of non-disadvantaged pupils, leaving a 30% attainment gap. Reading remains an area of key focus for 2025/26. Early interventions have shown positive impacts, but further support is required to close this gap fully.</p>
2	<p>Reading Gaps KS1</p> <p>Our data reveals that 30% of disadvantaged pupils in KS1 are meeting the expected standard in reading, compared to 70% of non-disadvantaged pupils, leaving a 40% attainment gap. Early interventions have shown positive impacts, but further support is required to close this gap fully.</p>
3	<p>Writing Gaps</p> <p>Our data reveals that 16% of disadvantaged pupils across the school are meeting the expected standard in writing, compared to the 48% of non-disadvantaged pupils, leaving a 32% attainment gap. Significant barriers have been identified and early interventions have been put in place with positive results, however further support is required to close the gap.</p>
4	Attendance

	Our attendance data shows that disadvantaged pupils have an average attendance rate of 93.4% , which is lower than the school's overall attendance rate of 96.6% . The severely absenteeism rate for disadvantaged pupils stands at 22.6% , which represents a significant barrier to learning. Disadvantaged pupils are also more likely to arrive late, further disrupting their learning and social integration. However, there are a few pupils currently accessing educational provision at home.
5	Maths We have 36% of disadvantaged children meeting EXP compared with 70% non-disadvantaged - a 44% gap which is significant. We are now implementing timely interventions to close the gap. At the beginning of every lesson, retrieval activities happen across the school to ensure the children are able to retrieve prior learning. The retrieval activities have had positive results; however further support is required to close the gap.
6	Enrichment Opportunities Disadvantaged pupils were underrepresented in extracurricular activities, with only 18% of disadvantaged pupils participating in clubs and activities. This gap limits their opportunities for social development, building resilience, and participating in academic enrichment outside of the classroom.

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 who are disadvantaged will make accelerated progress in reading and significantly close the attainment gap between themselves and their peers in both KS1 and KS2.	<ul style="list-style-type: none"> • KS2 Reading outcomes show that at least 65–70% of disadvantaged pupils achieve the expected standard or above (up from 40%, narrowing the 30% gap). • KS1 Reading outcomes show that at least 55–60% of disadvantaged pupils achieve the expected standard (up from 30%, narrowing the 40% gap). • Additional 1:1 reading support will be provided to targeted pupils. • Gaps in phonics will be accurately identified and closed through timely interventions. • Pupils will access a wide range of high-quality texts to foster a love of reading. • Assessment data, observations, pupil voice, and work scrutiny will demonstrate accelerated progress for disadvantaged pupils.
Pupils who are disadvantaged will have improved attainment in writing and begin to close the attainment gap between themselves and their peers.	<ul style="list-style-type: none"> • Assessment data across the school shows that at least 40–45% of disadvantaged pupils achieve the expected standard in writing (up from 16%, narrowing the 32% gap). • KS2 writing and GaPS outcomes show substantial improvement, with the gap to non-disadvantaged pupils reduced by at least half. • Monitoring (observations, pupil voice) and assessment for learning will show pupils retaining prior knowledge and applying skills effectively.

<p>Pupils who are disadvantaged will have improved attainment in maths and begin to close the attainment gap between themselves and their peers.</p>	<ul style="list-style-type: none"> • Assessment data across the school shows that at least 55–60% of disadvantaged pupils achieve the expected standard in maths (up from 36%, narrowing the 44% gap). • KS2 Maths outcomes show significant improvement, with disadvantaged pupils making accelerated progress in mental arithmetic, reasoning, and problem-solving. • Monitoring and assessment for learning will demonstrate strong retention of prior knowledge.
<p>Pupils who are disadvantaged will be able to regulate their emotions more effectively and have access to appropriate support for their mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated through qualitative data from pupil voice, pupil surveys, parent voice, teacher observations, and ELSA/Forest School feedback. • Reduction in behaviour incidents linked to SEMH for targeted pupils.
<p>Significant improvement in the attendance and punctuality of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged pupils will be at least 95% (up from 93.4%), above the national average for disadvantaged pupils. • Persistent/severe absenteeism rate for disadvantaged pupils reduced significantly (target below 15%, down from 22.6%). • Reduction in late arrivals among disadvantaged pupils, supporting better learning and social integration.
<p>Increased participation of disadvantaged pupils in enrichment opportunities, extracurricular activities, and wider experiences.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils will attend school trips, residentials, and other educational visits through partial subsidisation. • At least 10–15% (or proportionate representation) of pupils attending after-school clubs, music lessons, and sports will be disadvantaged pupils. • Improved representation in extracurricular activities, with pupil voice indicating enhanced social development, resilience, and access to cultural capital.
<p>Improved outcomes for pupils in Year 6 in English and maths.</p>	<ul style="list-style-type: none"> • Gaps in learning in both English and maths will be identified and targeted through after-school tutoring sessions. • Pupils will be able to draw on the foundations of their learning to continue to progress and achieve better outcomes.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle CPD (including refresher training and expert knowledge development for staff)	Pupils make accelerated progress, especially in Reception – Year 2. Support provided for Year 1 and Year 2 children. Pupils are at least in-line with all other pupils nationally. Staff have expert knowledge and understanding of the Little Wandle process through high-quality CPD. (EEF – Phonics approaches have high impact on reading outcomes)	1, 2, 3
EHWB and Restorative Practice training for all staff	To ensure that we deliver high quality intervention and support to raise attainment and narrow the gap between vulnerable pupils and their peers. EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF: Social and emotional learning)	1, 2, 3, 4
SENCO / specialist training and time allocation (additional days for meetings, parent support, and specialist cluster input)	Three additional SENCO days spread across the year to attend additional meetings (PEPs, CP, STAR Days, Core Meetings etc.) and complete associated paperwork. This includes parent support through 1:1 and group work with the SENCO. Continued access to specialist support through cluster SENCO as part of NEP and Trust membership. This builds staff capacity to meet complex needs effectively.	4, 6
Letter Join handwriting sessions	Years 2-6 to use Letter Join to ensure handwriting is supported across the school.	1,2,3,4

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The implementation of 'keep up interventions' in Maths to ensure pupils do not develop gaps in their learning.	EEF guidance on improving maths in KS2 highlights the most effective strategies: Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	2, 8

The implementation of 'keep up interventions' in Reading to ensure pupils do not develop gaps in their learning, including phonics interventions and additional 1:1 reading.	The Reading Framework states that to enable pupils to keep up, they should be given extra practice.	1, 8
ELSA	3 hours of ELSA sessions per week. Targeted supported for children with SEMH.	1
Little Wandle Spelling Year 3	Year 3 have had extra resources to support Little Wandle spelling.	1,2,3,4
Booster Sessions	Booster sessions within school time or after school which have been identified through Pupil Progress Meetings in Maths, Writing and Reading. These are only for groups of 6 children which last for 6 weeks to ensure that the gaps are able to diminish quickly. Year 6 Maths booster session out of school time	1,2,3,4
IDL	To support specific children in KS2 with with their spellings. Additional assessments have been administered before children have been added to the IDL list.	1,2,3,4
Music for life	All children in Year 3 and 4 classes will be able to learn an instrument with a designated music teacher	1,2,3,4
The implementation of 'keep up interventions' in English to ensure pupils do not develop gaps in their learning.	EEF states that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact: Teaching Assistant Interventions	3, 8

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

Budgeted cost: £7,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who are disadvantaged will receive counselling or ELSA, if required, to support with their emotional needs.	EEF states that interventions with individuals or small groups might benefit children in developing their social and emotional skills or those who have been identified with particular needs. (EEF: social and emotional learning)	1,2,3,4
Forest Schools	EEF state that the evidence in the Toolkit is focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such	1,2,3,4,5

	as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF: Outdoor adventure learning)	
Families to be supported in paying for school trips if, and when, needed.	EEF states that by providing physical activities/trips free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (EEF: physical activity)	6
After school clubs and music tuition.	EEF states that regular participation in artistic or creative activities, whilst these subjects have important educational value themselves, can benefit academic attainment in other areas of the curriculum, specifically literacy and mathematics. (EEF: arts participation and physical activity)	1, 5, 6
Support with purchasing uniform.	EEF states that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It also creates a sense of belonging for children. (EEF: School uniform)	4

Total budgeted cost: £19,695

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.

This section evaluates the impact of Pupil Premium expenditure at Pear Tree Primary School during the 2024–25 academic year.

Academic Outcomes

Targeted academic support and high-quality teaching had a positive impact on outcomes for disadvantaged pupils. Investment in Little Wandle phonics and spelling, alongside high-quality decodable texts, ensured consistency and progression from Early Years through to Key Stage 2.

Targeted interventions in reading, writing and mathematics were identified through regular pupil progress meetings and were time-limited, focused and reviewed regularly. These interventions supported disadvantaged pupils to address specific gaps in learning and make progress from their individual starting points.

IDL spelling support and handwriting interventions improved transcription skills and writing stamina, contributing to improvements in the quality and quantity of pupils' written work. Mathematics interventions, including in-class support and targeted booster provision, supported improved engagement and progress for disadvantaged pupils.

Social, Emotional and Mental Health (SEMH)

Targeted SEMH provision was a key strength of the strategy. Nurture provision, ELSA interventions and restorative practice approaches supported disadvantaged pupils to develop emotional regulation, resilience and positive relationships. Entry and exit measures indicated improvements in pupils' confidence and readiness to learn.

Forest School provision and access to a dedicated nurture space further supported engagement and emotional wellbeing, particularly for pupils with identified SEMH needs. These approaches contributed to improved behaviour for learning and increased participation in classroom activities.

Attendance and Behaviour

Improving attendance and engagement remained a priority. The school worked closely with families and external agencies to support pupils experiencing attendance or behaviour difficulties. This resulted in improved attendance and punctuality for the majority of disadvantaged pupils.

For a small number of pupils with complex needs, attendance remains an ongoing focus and continues to inform planning within the subsequent pupil premium strategy.

Wider Strategies and Enrichment

Pupil Premium funding was used to remove financial barriers to participation in enrichment opportunities, including educational visits, residentials, music tuition and after-school clubs. This ensured disadvantaged pupils were fully included in the wider life of the school. These experiences supported pupils' confidence, social development and sense of belonging, and had a positive impact on wellbeing and engagement.

Quality of Implementation and Monitoring

The impact of Pupil Premium spending was monitored through assessment information, intervention reviews and feedback from pupils and parents. Where strategies were not having the intended impact, provision was adapted in a timely manner.

The SENCO played a central role in coordinating support, working with families and liaising with external agencies to ensure a coherent and holistic approach to meeting pupils' needs.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

At Pear Tree Primary we strive to meet the individual needs of each pupil in school. Just as with all our pupils, we recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met. Our progress figures over several years demonstrate good progress that has historically been achieved at Pear Tree and which has been continued over the last three years despite the challenges of education. This has been evi-

dent in the school results in EYFS, KS1 and KS2 (2024) where most children made good progress and attainment.

At each termly standards meeting, we look at the individual progress of children whom we are in receipt of Pupil Premium, separately to the progress of other groups of children. Some children receiving Disadvantaged Funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases, we look at how we can use additional funding to meet their needs and agree actions to ensure that these children are diminishing the gaps they have. Some of these children also have other specific needs which are being catered for by the SEND team.

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
X Tables Rockstars	TT Rockstars
IDL	IDL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310
What was the impact of that spending on service pupil premium eligible pupils?	We spent the allocation on supporting the writing and spelling with Little Wandle in KS1. This has ensured that those children have been able to use this to support their writing across the curriculum. ELSA yearly affiliation

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop whole staff understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills and our Secrets of Success, such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also intend to commission a pupil premium review to get an external perspective and further enhance our approach.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

In conjunction with our school improvement partner, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils