

# North Walkden Primary School- Pupil Premium Strategy statement (Year 2: 2025-26)

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 **(2025-26)** and the outcomes for disadvantaged pupils last academic year **(2024-25)**.

## School overview

Detail	Data
Number of pupils in school	225 incl Nursery (23)
Proportion (%) of pupil premium eligible pupils	48.23% ( 109 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-27 <b>Year Two 2025-26</b>
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Warburton
Pupil premium lead	Helen Warburton
Governor lead	TBC at FGBM

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159641
Pupil premium funding carried forward from previous years	£29608
<b>Total budget for this academic year</b>	£189249

# Part A: Pupil premium strategy plan

## Statement of intent

North Walkden Primary School is committed to providing quality first teaching and ensuring vital support is in place for our disadvantaged pupils to improve their academic outcomes and narrow the gaps between themselves and non disadvantaged pupils across the curriculum.

This document details a review of the impact of PPG in the past academic year (24.25) and the proposed spend of the funding September 2025-26

The disadvantaged pupil's fund provides funding for pupils ;

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been continuously looked after for the past six months
- Who are adopted
- Who are the children of Armed Service men and women
- The strategy for this academic year, 2025-26 will be presented to the governing board on 10<sup>th</sup> December 2025.

At North Walkden we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a pupil's socio-economic context, they are given the same opportunities to succeed as their non disadvantaged peers.

Our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities. Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable. Pupils will be supported to achieve well academically by receiving extra support to fill gaps in learning, improve teacher practice through high quality CPD and by levelling starting points.

Those pupils requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and as a result be happier and better learners. They will also be given wider opportunities that their peers may experience that would not otherwise be readily available to them, supporting their self-esteem and providing contextual understanding for their classroom learning.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' <b>communication and languages skills, including vocabulary and oracy</b> are extremely under developed on entry to school and for some pupils in key stages 1 and 2. This is more prevalent in disadvantaged pupils.
2	Based on teacher assessment and <b>phonics</b> check data, disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development to become fluent <b>readers</b> by the end of key stage 1. Pupils often lack opportunities to read widely and for pleasure at home .
3	School assessments indicate that <b>maths</b> attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in most classes, including EYFS.
4	Our assessments and observations indicate that disadvantaged pupils perform less well in <b>writing</b> than other pupils , particularly with transcription.
5	Some pupils , including disadvantaged pupils experience limited <b>enrichment opportunities</b> . This impacts negatively on the <b>academic attainment and personal development</b> of many pupils, including disadvantaged learners.
6	Our <b>attendance</b> data trends indicates that attendance among disadvantaged ( <b>FSM</b> ) pupils has been lower than for non-disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Challenge 1:</b> Most disadvantaged pupils to improve their communication and language skills including vocabulary.	<p>Increase in % of disadvantaged pupils' in EYFS attaining ARE in speaking and listening and attention.</p> <p>Increase in disadvantaged pupils passing the WELLCOM assessments by the end of nursery .</p> <p>Oracy curriculum in place .</p>
<b>Challenge 2:</b> Increase in the % of disadvantaged pupils passing the Phonics screening check and % of disadvantaged pupils achieving at the expected level in reading at the end of Key Stage 2	<p>Consistent delivery of RWI phonics programme and 1:1 interventions.</p> <p>All staff in school trained to deliver RWI</p> <p>Increase in % of disadvantaged pupils passing the Phonics screening in Years 1 and 2</p> <p>Increase in % of disadvantaged pupils achieving the expected level in reading at the end of key stage 2.</p> <p>Children are able to read age-appropriate texts with increasing fluency and are more competent with key reading skills such as inference, deduction and retrieval</p>
<b>Challenge 3:</b> Narrow the gap in attainment in maths between non-disadvantaged pupils and disadvantaged pupils	<p>Consistent delivery of whole school maths scheme</p> <p>Delivery of effective maths interventions and keep up sessions</p> <p>Attainment data in maths across the school increases and is in line with national average.</p> <p>Adaptive teaching in place for all children</p> <p>.</p>
<b>Challenge 4:</b> The gap in attainment between disadvantaged and non-disadvantaged pupils in writing decreases across the school. Children's transcription skills are well embedded.	<p>Solid implementation of ' Strong Foundations in the first years' document .</p> <p>Children's transcriptional writing improves in key stage 1.</p> <p>Provision in EYFS enables children to develop transcriptional skills in writing.</p> <p>Increase in % of disadvantaged pupils achieving the expected level in writing at the end of key stage 2.</p>

<b>Challenge 5:</b> Evidence of a range of enrichment and cultural capital opportunities	Pupils have opportunities to take part in a wide range of enrichment opportunities to support learning, cultural capital opportunities and well being .
<b>Challenge 6:</b> Improve attendance in line with national for 2026-27 and number of persistent absenteeism amongst disadvantaged pupils decreases.	Evidence of working with and supporting families including case studies of success. Use of ' working together to improve attendance 'strategies. Attendance data will show improved attendance for disadvantaged pupils.

## 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

Budgeted cost: £146640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</p> <p>Drawing club in EYFS led by staff daily</p> <p>Story Dough in EYFS – training for staff – daily sessions for all children.</p> <p>RWI coaching and development for all staff</p> <p>RWI comprehension resources and training for key stage 1</p> <p>Talk through stories resources and training to develop vocabulary</p> <p>Purchase of high quality texts for all year groups .</p> <p>KAPOW SOW bought for foundation subjects</p> <p>SENDSCO support on adaptive teaching across school</p> <p>EYFS resources to enhance all areas of learning</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>• Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>' summarises the evidence for teachers.</li> </ul>	<p>1,2,3,4</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension,</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the</p>	<p>1,2,3, 4</p>

<p>phonics or mastery learning :</p> <p>RWI training materials and weekly coaching sessions Bespoke CPD on subject leadership – 8 hours for all teaching staff. CPD on adaptive teaching for all staff</p>	<p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>• The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '<a href="#">Considering a balanced design</a>', and more <a href="#">here</a>.</li> </ul>	
<p>Technology and other resources focussed on supporting high quality teaching and learning;</p> <p>Purchase of further iPADS to support adaptive teaching where appropriate</p> <p>Purchase of new apps to support teaching and learning in all subject areas</p> <p>Purple mash</p> <p>Timetables Rockstars to support multiplication.</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <p><a href="#">Insight assessment tracker</a></p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Using Digital Technology to Improve Learning</a>' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.</li> <li>• The EEF's <a href="#">short summary</a> of the 'Remote Learning: Rapid Evidence Assessment' pre-sents the key findings from the report on strategies to support remote learning.</li> </ul>	<p>2,3</p>

## Targeted academic support

**Budgeted cost: £10120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy:	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching	1 2 3 4

<p>WELLCOM</p> <p>Interventions in Nursery</p> <p>Fast track /keep up sessions for all children falling behind in key stage 1 and lower key stage 2.</p> <p>KS2 Fresh Start English intervention for pupils falling behind in upper key stage 2.</p> <p>KS2 'keep up' sessions for any children falling behind in reading , writing and/or mathematics</p>	<p>and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Selecting Interventions</a>' tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	
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## Wider strategies

Budgeted cost: £6345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs and personal development.</p> <p>Availability of children and families officer for direct 1 to 1 sessions with children and families</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p>	<p>5</p>

<p><b>Supporting attendance :</b> <b>Purchase of SLA</b></p> <p>2 x attendance leads in school working together to improve attendance</p> <p>Attendance network meetings</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> includes a focus on offering more intensive support, which can include approaches to support attendance</p>	6
<p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</b></p> <p>Trips for all children linked to curriculum</p> <p>Trips to support cultural capital</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>	5 6

Total budgeted Cost- £163105

£25524 unallocated as of September 2025

## 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

**Challenge 1:** Disadvantaged children in EYFS to improve their communication and language skills including vocabulary.

**Nursery**

% achieving Wellomm	Academic year 2024 - 2025	Academic year 2025- 2026	Academic year 2026-2027
ALL	22 children 13/22 60%		
D children	PP 8 children 2/8 25%		

**Reception:**

% achieving Prime Learning Goals	Academic year 2024 - 2025	Academic year 2025- 2026	Academic year 2026-2027
Listening Attention and Understanding ALL	70%		
Listening Attention and Understanding D children	70%		
Speaking ALL	70%		
Speaking D children	70%		

Comment September 2025:

Disadvantaged children in Reception are performing in line with both LA and national averages for 24-25. In nursery, there are only 6 disadvantaged63% children who have not passed the WELLCOMM and these children will continue to receive further intervention during reception.

**Challenge 2:** Increase in the % of disadvantaged pupils passing the Phonics screening check and % of disadvantaged pupils achieving at the expected level in reading at the end of Key Stage 2

	Academic year 2024 - 2025	Academic year 2025- 2026	Academic year 2026-2027
<b>Phonics Year 1 ALL</b>	74%		
<b>Phonics Year 1 D pupils</b>	42%		
<b>National All / D pupils</b>	80%/65%		
<b>Year 6 Reading ALL</b>	53%		
<b>Year 6 Reading D pupils</b>	38%		
	25% achieved GD		
<b>National All / D pupils</b>	75%/ 63%		

**Comment September 2025:**

Increasing trend of the percentage of all children achieving the phonics screening check at the end of year 1. In 2025 this is close to LA average . All disadvantaged children have made progress with phonics this year and will continue to receive targetted support in year 2 .

In 2025, 85% of disadvantaged pupils have passed the phonics screening check at the end of year 2.. This is an increase of 31% compared to the end of year 1 for this cohort.

Leaders are aware of the contextual dip in reading outcomes at the end of key stage 2 this academic year and this will continue to be a focus for school improvement .

**Challenge 3 :** The gap in attainment between disadvantaged and non- disadvantaged pupils in Maths decreases across the school.

	Academic year 2024 - 2025	Academic year 2025- 2026	Academic year 2026-2027
<b>Maths Year 2 ALL</b>	67% with 17% greater depth		
<b>Maths Year 2 D pupils</b>	50% with 14% greater depth		
<b>Maths Y6 ALL</b>	63%		
<b>Maths Year 6 D pupils</b>	50%		
<b>National All / D pupils</b>	74%/60%		

### Comment September 2025

Maths outcomes have improved for all children in key stage 1, including for those children who are disadvantaged. Leaders are aware of the contextual dip in outcomes for maths at the end of key stage 2 and this will continue to be an area for school improvement. The school has qualified for fully funded intensive maths support from NCETM

**Challenge 4:** The gap in attainment between disadvantaged and non- disadvantaged pupils in writing decreases across the school. Children's transcription skills are well embedded.

	Academic year 2024 - 2025	Academic year 2025- 2026	Academic year 2026-2027
<b>Writing Year 2 ALL</b>	70% expected with 20% greater depth		
<b>Writing Year 2 D pupils</b>	50% expected with 14% greater depth		
<b>Writing Y6 ALL</b>	63%/10%		
<b>Writing Year 6 D pupils</b>	38%/19%		
<b>National All / D pupils</b>	72%/59%		

### Comment September 2025

Writing outcomes have improved for all children in key stage 1, including for those children who are disadvantaged

Leaders are aware of the contextual dip in writing outcomes at the end of key stage 2 this academic year and this will continue to be a focus for school improvement.

### Challenge 5: Evidence of a range of enrichment and cultural capital opportunities

All children have the opportunity to access a wide variety of trips, visits and curriculum enhancements over the year. These have been carefully planned to align with the curriculum expectations to support learning further. Pupils have been able to use skills and knowledge gained on these trips and visits to further support learning in the classroom: for example to develop writing and oracy across the curriculum. Data shows an increase in writing across year groups .

**Comment September 2025:**

**Challenge 6:** Improve attendance to be in line with national for 2026-27 and number of persistent absenteeism amongst disadvantaged pupils decreases

<b>Attendance</b>	<b>Academic year 2024 - 2025</b>	<b>Academic year 2025- 2026</b>	<b>Academic year 2026-2027</b>
<b>All pupils</b>	<b>95.3%</b>		
<b>D pupils</b>	<b>94.4%</b>		
<b>National All / D pupils</b>	<b>94.8%/92.2%</b>		
<b>PA</b>	<b>10.2%</b> <b>12.6% National</b>		

**August 2025- document fro VYAD**

<b>Pupil group</b>	<b>Attendance</b>	<b>National average</b>
<b>All pupils</b>	95.3%	94.8%
<b>Pupils with free school meals (FSM)</b>	94.4%	92.2%
<b>Pupils with no FSM</b>	96.3%	95.8%
<b>Pupils with special educational needs (SEN) support</b>	92.6%	92.3%
<b>Pupils with no SEN</b>	95.9%	95.4%

**Comment September 2025:**

Attendance for all pupils and those who are disadvantaged was higher than the national average for both groups. The percentage of persistent absentees is lower than the national average and school have worked hard to support all children to improve and/or sustain good attendance.