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	Pippins School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2026/2027 – 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Amanda Court, Interim Head Teacher
Pupil premium lead	Bilal Anwar, Assistant Headteacher
Governor / Trustee lead	Deepa Damera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,096.83
Recovery premium funding allocation this academic year	£0
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	A total of: £74,096.83

Part A: Pupil premium strategy plan

Statement of intent

At Pippins Primary School, our vision is to ensure that every pupil, regardless of background or circumstance, has the opportunity to thrive academically, socially and emotionally. We are committed to removing barriers to learning, raising aspirations and securing outcomes that enable all children to succeed.

Our Pupil Premium strategy is underpinned by the belief that disadvantaged pupils should achieve at least in line with their peers. We recognise that disadvantage can present in different ways, and that not all pupils in receipt of Pupil Premium face the same challenges. As a result, we adopt a whole-school approach in which every member of staff takes responsibility for the progress, wellbeing and achievement of disadvantaged pupils.

We use our Pupil Premium funding strategically to:

- Ensure high-quality teaching and learning so that all pupils access ambitious curricula, effective teaching and appropriate support.
- Improve attendance and behaviour through targeted support, early intervention and close work with families.
- Provide additional academic support through evidence-informed interventions, small-group work, 1:1 tuition and access to high-quality resources.
- Develop cultural capital by enabling pupils to access enrichment opportunities, broaden their horizons and gain experiences that support long-term academic success.
- Support wellbeing and inclusion through pastoral care, therapeutic services and, where necessary, provision of essential resources such as food, clothing and transport.

There are many uses for Pupil Premium funding, but our guiding principle is clear: **it must directly support the school in raising academic achievement and ensuring that disadvantaged pupils flourish and excel in line with their non-disadvantaged peers.**

Our intention is to use this funding to close the attainment gap between pupils in receipt of Pupil Premium and their peers. To achieve this, we adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes. We aim to raise expectations, provide high-quality CPD to improve teaching standards and invest in additional academic support such as targeted tutoring, small-group teaching and academic clubs.

We are also committed to developing pupils' cultural capital. Funding is used to ensure disadvantaged children can access enrichment opportunities and wider experiences that broaden their horizons and support long-term success.

We recognise that barriers to learning are not only academic. When children face hunger, cold, trauma or emotional distress, their progress is inevitably affected. We therefore allocate funding to provide pastoral and therapeutic support and, where necessary, to ensure that essential needs such as food and clothing are met.

Challenges

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

Challenge number	Detail of challenge
1	Lack of aspiration;
2	Historically poor attendance;
3	Lack of access to mental health, social care and well-being support;
4	Inadequate nutrition & housing (the impact of increased cost of living on children's wellbeing)
5	Varying family circumstances, including single-parent households, can affect parents' capacity to support learning and wellbeing
6	Poor model of spoken and/ or written English; as a result there is a differential between disadvantaged pupils and non-disadvantaged peers. This is partially evident for pupils achieving the greater depth standard in writing.
7	On entry to reception, a gap in attainment between disadvantaged and non-disadvantaged pupils.
8	Digital divide (much improved following Covid with provision from DfE for disadvantaged families).
9	Narrow life experiences outside of school/ limited cultural capital experiences

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
Disadvantaged pupils to achieve in line with, or above, their peers in reading, writing and maths.	Summative teacher judgements, results in national tests, participation in additional support offered (i.e. academic clubs, tuition) to ensure gaps in knowledge are filled. By the end of KS2 (2026) disadvantaged children achieve at least At the Expected Standard in Reading, Writing and Maths at the same rate as their non disadvantaged peers. KS1/KS2 writing outcomes over time show that a strong proportion of disadvantaged children attain the expected standard.Writing moderation shows disadvantaged pupils meeting and exceeding age-related expectations.
All disadvantaged but particularly the pupils with complex needs (those who are also vulnerable, have SEND, or both) make strong progress from their starting points and are able to fully access learning.	Progress is reviewed and analysed each half term against individual starting points and targets. Pupils with complex needs are identified and tracked as a distinct group. Personalised support, drawing on learning mentors, therapeutic services and targeted interventions, is in place for each pupil. Attendance, access to interventions and wellbeing are monitored alongside attainment, so outcomes are evaluated in the context of each pupil's needs while expectations remain high.
Provide training for teachers and support staff to strengthen quality first teaching in oracy and writing, alongside regular, targeted interventions. As a result, disadvantaged pupils have improved oral language, vocabulary and sentence structure.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and pupil voice. Pupils receiving speech and language or oracy interventions show measurable progress between entry and exit assessments. Disadvantaged pupils' outcomes in the Communication and Language early learning goals are in line with their peers.

Disadvantaged pupils access enrichment and cultural capital opportunities at the same rate as their peers, including subsidised or paid-for places on trips and experiences.	Participation in trips, clubs and residentials is tracked by pupil premium status each term. All disadvantaged children are supported to attend curriculum trips, and some also attend the Year 6 residential, ensuring that cost is never a barrier to participation. Participation of disadvantaged pupils in extracurricular clubs is in line with non-disadvantaged pupils each year. An annual pupil voice survey shows disadvantaged pupils feel included in wider school life.
Improve attendance for disadvantaged pupils so that it is at least in line with national expectations for FSM and the gap with non-disadvantaged pupils is reduced.	By 2026, attendance is at least 95%+ across the school. Disadvantaged children's attendance is broadly in line with national average for FSM and the gap between disadvantaged and all children is reducing. Persistent absenteeism for disadvantaged pupils to be below the national average and no higher than 10%. Where there is persistent absence, a dedicated team of staff are specifically targeting support for, not just the child, but the whole family to remove barriers to attendance.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,415.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention led by reading specialists	The EEF (Education Endowment Foundation) highlights the importance of targeted 1:1 and small-group reading support has a positive impact on pupil progress, particularly for disadvantaged pupils.	1,5, 6, 7, 9
English 'booster' and Maths 'booster' Are these happening?	Targeted English and Maths booster groups, delivered as small-group and one-to-one tuition are strongly supported by the EEF evidence as one of the highest-impact ways to accelerate progress, particularly for disadvantaged pupils. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 5 6, 7,9
Phonics specialist teachers and teaching assistants	Investing in phonics specialists ensures that early reading is delivered by staff with deep subject and pedagogical knowledge, in line with EEF and DfE guidance which emphasises that high-quality, well-trained staff are essential for effective implementation of systematic phonics.	1, 5, 6, 7
DfE validated synthetic Phonics scheme	Adopting a DfE validated synthetic Phonics programme aligns the school with national evidence showing that high-quality systematic phonics is the most effective approach to early reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5,6,7

Training by speech and language therapists (in house) to enable a range of staff to deliver oracy and receptive understanding interventions (including the hiring/ retention of staff who can deliver this support)	Training a wide range of staff through our Speech and Language Therapist (SaLT) enables evidence-based oral language and receptive language interventions to be delivered consistently across school. EEF evidence shows that well-designed oral language programmes can add 5-6 months progress, with particularly strong benefits for disadvantaged pupils. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk The deficit in availability, combined with the high demand for speech and language support in our locality has meant that this vital service has been more consistently provided 'in-house'. Progress amongst children who receive this intervention has been accelerated.	1,3,5, 6, 7
Release time for teaching staff to develop through National Professional Qualifications and Assessment only route.	Providing release time for staff to complete NPQs and focus on assessment and implementation work reflects EEF and DfE evidence that high-quality professional development requires protected time. Evaluations of NPQs show that where schools give staff time to engage deeply with NPQ content and apply it, they report improved leadership, better teaching and positive effects on pupil outcomes. This academic year we have one teacher accessing the NPQSL programme. Investing in the development of staff is one of the greatest levers to improve outcomes for learners.	1,5,6,7

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

Budgeted cost: **£29,156.79**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language 1:1 sessions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Progress amongst children who receive this intervention has been accelerated (as seen through formative and summative assessments)	1,3,5,6,7
School-led tuition: (Specific foci of tuition can be found in the rows below)	The EEF small group tuition and one-to-one tuition strands show 5-5 months progress especially when aligned with classroom content. The DFE found that school-led tutoring was among the most effective models because it allowed trusted staff to link tutoring to class learning and track progress closely. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF The use of 'in-house' staff ensures that there is good communication of needs between pupils, class teachers and tutors. It also ensure relationships are built, enabling disadvantaged pupils to feel more confident in their learning and gives us the adaptability to ensure sessions are never wasted due to illness/ attendance issues:	1,5,6,7,8,9
School-led tuition: Phonics interventions	Trained phonics catch-up delivered by trained staff provides consistent, evidence-based support. EEF and DfE evidence confirms phonics intervention adds 5months+ progress and is vital for pupils at risk of falling behind.	1, 2,5,6 7

	Spellings and phonics interventions and additional one-to-one for some identified children are delivered by phonics specialist teachers and teaching assistants. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions Phonics | Toolkit Strand | Education Endowment Foundation | EEF This approach ensures we can 'backfill' gaps and narrow the gap between disadvantaged children and their peers	
Fresh start (reading comprehension (years 4-6)	Fresh start provides a structured evidence-based reading and comprehension programme for KS2 pupils who need to secure decoding and fluency. OFSTED and DfE reviews have noted that Fresh Start's structured design enables rapid catch up for pupils below age-related expectations, especially in Years 4-6.	1,5,6,7,9
School-led Tuition: Reading recovery	Our school-led recovery model provides structured, one-to-one reading with trained staff, developing decoding, fluency and comprehension. This mirrors EEF research showing intensive early literacy intervention can rapidly close attainment gaps. Specialist reading recovery teacher to target children who are significantly behind their peers in KS1. Trained staff help support this initiative, expanding the reach and impact.	1, 2, 5, 6, 7
CGP Resources	CPG resources across reading, SPaG and maths provide structured, sequenced retrieval and fluency practice that reinforced classroom learning. EEF and DfE research highlights that consistent, well-scaffolded practice improves recall, accuracy and confidence, supporting sustained progress in all core subjects. Our targeted support groups are well resourced and for our catch up and booster groups we purchase CGP resources so that we have quality materials to work from.	1, 7

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

Budgeted cost: £16,524.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Interventions provided across the school by a trained ELSAs. 3 TAs – running interventions power of 2, fine motor skills.	Trained ELSAs provide targeted emotional literacy, resilience and self-regulation support for identified pupils. EEF evidence shows that well-structured social and emotional learning interventions can add up to 4months+ progress, improve behaviour and attendance and increase pupils' readiness to learn.	1, 2, 3, 4, 6
Extended services- wellbeing provision	Free places in breakfast club and reduced fee places in after school care (or specific support for families in crisis with uniform, shoes, free or subsided places on school trips/ residential trips or clubs) for identified pupil premium children with attendance or punctuality issues or who are looked after or have social care involvement. The school actively addresses gaps in disadvantaged pupils' access to enrichment and experiential learning by providing opportunities such as educational visits, extracurricular clubs	2, 3, 4, 5, 6
Electric/ Gas	A proportion of our PP funding contributes towards the school's gas and electric costs linked to running our free breakfast club and discounted after-school wrap around care. This ensures disadvantaged pupils have access to a safe, warm and supportive environment before and after school, improving attendance, punctuality, nutrition and readiness to learn.	2,3,4,5,6
Uniform support	Providing uniform support helps remove financial and emotional barriers for disadvantaged families, promoting equality and belonging. EEF and DfE state that addressing basic needs such as uniform improves attendance, wellbeing and engagement in learning.	1,2,3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £74,096.83