



Pupil Premium

Expenditure

# Palace Wood Pupil Premium Strategy 2025-27



## BACKGROUND INFORMATION

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups. Schools receive Pupil Premium funding for:

- Children who have been eligible for free school meals at any point in the last 6 years
- Children who are looked after (they are in Local Authority Care)
- Children adopted from care and children who have left care under a Special Guardianship or Residence Order
- Children recorded as 'ever 4' service child or are in receipt of a child pension from the ministry of defence
- The government awards this funding to help raise achievement for these children. National data shows that as a group, children in these groups have consistently lower educational achievement than those who are not in these groups.
- It is up to local schools to decide how the Pupil Premium is spent, but this funding should be used to support these children.

All schools are required to publish, on their websites, what funding they have received and how the money is being used. More information about Pupil Premium can be found on the following government web site: [Pupil premium 2022 to 2023: conditions of grant for local authorities - GOV.UK](https://www.gov.uk/government/publications/pupil-premium-2022-to-2023-conditions-of-grant-for-local-authorities) ([www.gov.uk](https://www.gov.uk))

## How Palace Wood uses Pupil Premium



### Statement of Intent

Our intention is that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Research shows that children from all backgrounds are entitled to High-quality Teaching in all aspects of the curriculum and this has the biggest impact on their learning. High-quality teaching is at the heart of this strategy. It is important that all staff know what constitutes high-quality Teaching. The EEF (Education Endowment Fund) highlighted the following: 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.' At Palace Wood, we empower our staff to lead their own research projects within our School Improvement plan with the primary aim to focus on the improvement of education for our children and closing the gap for our disadvantaged pupils. Working in partnership with not only colleagues within school but also with those in other settings to inform our decision-making to improving education for all.

Alongside this, our school improvement plans identify the need to develop our curriculum for all. This strategy is also integral to wider school plans. This document links directly to our school plan to show how we spend the allocated money to improve learning for all and in particularly out pupil premium children.

In the Sutton Trust 2018 document Potential for Success it states, 'Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.' At Palace Wood we aim to provide all pupils with a range of extra-curricular opportunities to enrich their lives in many ways.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

# Challenges



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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments (including wellbeing survey SDQs), observations and discussions with pupils and families have identified social and emotional issues for groups of pupils, particularly in early years and KS1, and a lack of enrichment opportunities during school closure. Teacher referrals for support have markedly increased during the pandemic.
6	Our attendance data over the last 6 years indicates that attendance among disadvantaged pupils has been between 2-7% lower than for non-disadvantaged pupils.

# Pupil premium strategy statement – Palace Wood Primary School



1. Summary information					
<b>School</b>	Palace Wood Primary School				
<b>Academic Year</b>	2024/25	<b>Total Pupil Premium funding</b>	£99,991	<b>Date of most recent PP Review</b>	January 2025
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	67/ 16%	<b>Date for next internal review of this strategy</b>	January 2026
<b>Statement Authorised by</b>	Clare Cairns	<b>Pupil Premium Lead</b>	Chloe Chidley	<b>Governor Lead</b>	Michael Hicks

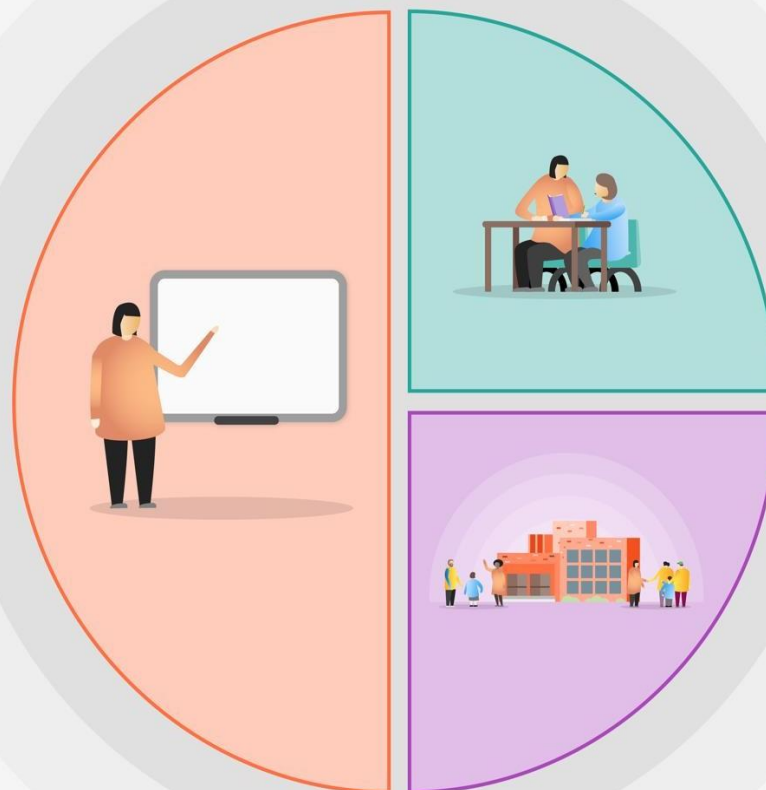
2. COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	38	54%
Girls	32	46%
SEN support	14	20%
EHC plan	3	4%
EAL	10	14%

3. Attainment 2025			
	<i>School non PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
<b>% achieving the expected standard in combined reading, writing and maths</b>	61%	62%	59%
<b>% achieving the expected standard in reading</b>	67%	69%	74%
<b>% achieving the expected standard in writing</b>	86%	62%	69%
<b>% achieving the expected standard in maths</b>	86%	54%	71%
<b>% achieving the expected standard in GPS</b>	71%	62%	72%
<b>Progress measure in reading</b>			0.04
<b>Progress measure in writing</b>			0.05
<b>Progress measure in maths</b>			0.04



## 1 Teaching

- Focus on what quality teaching is for all
- A broad and balanced curriculum
- Research based evidence enquiry for professional development to improve teaching and learning
- Development of leadership through available qualifications
- Use of Teaching Schools Partnership
- Personalised curriculum design
- High Quality and differentiated CPD for all staff including regular CPD newsletter
- Use of subject specialists for French
- Regular low stakes quizzes ensures gaps are identified and closed.
- Further development of Whole school Reading and writing programme
- Collaborative planning sessions for year groups ensures consistency for all pupils
- New assessment approach to focus on self-assessment and steps in learning.
- Feedback strategies that are proven to have a high impact on learning.
- Raising the profile and delivery of oral language skills and vocabulary



## 2 Targeted academic support

- Funding of play therapist for those that require the intervention
- Funded EP to support staff with strategies
- Funded wellbeing practitioner for targeted pupils, staff and parents.
- Phonics intervention
- Maths intervention
- Able Days at Ryarsh Primary

## 3 Wider strategies

- Funded Breakfast clubs to improve attendance
- Part funded Attendance Team (FLO) to help support parents and reduce absence
- Nurture TA for emotional and social support
- Financial Support for education visits / workshops
- Provision for uniform (linked with Friends) and stationery for all



## Intended outcomes

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	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 ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To improve attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul data-bbox="734 555 2002 711" style="list-style-type: none"><li>• The overall attendance rate being in line with, or above national data and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li><li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li></ul>

## 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 previously.

### Teaching - Budgeted Cost – £45,578

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Purchase of standardised diagnostic assessments/formative assessment package. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p><b>Balance &amp; PiXL</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3 & 4
<p>Embedding dialogic activities across the school curriculum. Key vocabulary is highlighted on planning. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p><b>Voice 21</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><b>Read Write Inclusive – additional resources and CPD</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our reading and writing teaching, and curriculum planning in line with DfE and EEF guidance.</p> <p><b>Novel Studies – Christopher Such CPD</b></p>	<p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Focused and differentiated CPD</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2 & 3 & 4



## Targeted academic Support

**Budgeted Cost - £41,495**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at non and disadvantaged pupils who require further phonics support.	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 over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Implementing catch up sessions to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive invites to these sessions will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Provide additional adult support in EYFS 0.6 week teacher and additional TA targeted at all pupils. Able to provide additional phonics support also.	The main aim is to increase high quality provision by improving pupil and adult interactions that are positive and purposeful. Also the development of language and early number concepts and self-regulation. More can be found here: <a href="#">Early Years   EEF (educationendowmentfoundation.org.uk)</a>	1 & 4
Provide additional adult support in year 1 for targeted academic and wellbeing support.	The main aim is to increase high quality provision by improving pupil and adult interactions that are positive and purposeful. More can be found here: <a href="#">Early Years   EEF (educationendowmentfoundation.org.uk)</a>	5
Targets maths support 10 hours per week to support gaps in learning and resolving misconceptions.	The main aim is to personalize feedback via individual instruction to accelerate progress and attainment for the needs of the individual learner. <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	4



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

**Budgeted cost: £16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve part funding a family liaison officer to help address these issues and implement strategies	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Part fund an additional TA to provide nurture support based on the wellbeing survey completed. With an overall aim improve aspects of self towards positive behavior for learning.	<a href="#">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>  Improving learning behaviours can have impact on all aspects of learning	5
OPAL and targeted lunchtime support in library	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Funded breakfast/afterschool places to support with attendance.	To support attendance for our pupil premium pupils. <a href="#">Using pupil premium: guidance for school leaders (publishing.service.gov.uk)</a>	6
Partially funded school trips to support wellbeing and academic progression of pupils	To support the wellbeing of pupil premium pupils by funding trips. <a href="#">Using pupil premium: guidance for school leaders (publishing.service.gov.uk)</a>	4 & 5
School uniform purchases to support pupil's wellbeing.	To support feeling inclusive within their community.	5
Funded transport to support and encourage attendance.	To support attendance for our pupil premium pupils.	6

Forest school training for a member of staff to support wellbeing of pupils outside of the classroom.	To support children with taking risk outside of the classroom. Using nature and outdoor learning to supports individuals' wellbeing.	5
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5 Review of expenditure				
Previous Academic Year (21/22)				
i. Inspirational Learning				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1.1	Continue subscription to Phonics Read Write Inc Programme in KS1	The programme needs to run in its entirety. Lockdown has interrupted this so it will need to continue from the children's starting points next year. Early assessment will help place these children correctly.		
1.2	Develop whole school Teaching and Learning principles including opportunities for the wider curriculum within school.	Teaching and Learning Principles were established in Oct 19. Staff training on Curriculum on 4 <sup>th</sup> Dec to ensure all subject leads understand what makes a good unit/ curriculum for their subject.		
1.3	Subject Specialisms used for French, PE and PPA cover/ subject release.	French and PE subject leads have had a positive impact on pupil's attainment. Continue with this provision next year.		
1.4	Developing individualised feedback frameworks in classes	Staff training about feedback strategies. Whole school policy amended to suit the needs of the class/individual. CT to judge when it will have impact.		
ii Distinctive Learning				
2.1	Specialist Services used to support behaviour for learning <ul style="list-style-type: none"> <li>- Elsa</li> <li>- Play Therapist</li> </ul>	Continue to employ these services when assessed needed for the child's next steps. Child who attended ELSA is now back in class full time after constant behavioural disruptions.		
2.2	Adapt Curriculum based on advice from the following specialists <ul style="list-style-type: none"> <li>- Educational Psychologists</li> <li>- SENDCO</li> <li>- FLO support</li> <li>- STLs</li> <li>- PEO</li> <li>- Attendance Officer</li> <li>- Helena Evans</li> <li>- Fiona Waide</li> </ul>	Curriculum delivery disrupted due to Covid-19 lockdown. Careful considerations need to be made with regard to starting points for Sept 2022		
2.3	Lunchtime initiatives <ul style="list-style-type: none"> <li>- Year 5 Club</li> <li>- Reading with Midday Meal Supervisors</li> <li>- OPAL (started in May)</li> </ul>	Impact seen with OPAL but as in early stages of roll out.		
2.1	Specialist Services used to support behaviour for learning	Positive impact for individuals – continue to provide where possible.		

	<ul style="list-style-type: none"> <li>- Elsa (FLO)</li> <li>- Play Therapist</li> </ul>		
<b>iii Lifelong Learning</b>			
3.1	Experience staff members dedicated to release subject leaders 0.4	Where possible release time was given using experienced member of staff to ensure continuity of provision.	
3.2	Staff Meeting/ release time for subject leaders	Will continue this next year to ensure time is protected as much as possible to allow staff to reflect and build on their individualised CPD/L	
3.1 and 3.3	INSET days: <ul style="list-style-type: none"> <li>- Curriculum</li> <li>- Behaviour</li> <li>- Retrieval</li> </ul>	Coaches have been established for all staff. Research based projects were begun but interrupted by Lockdown. Staff will need to reflect on the effectiveness and impact of their projects in deciding what to do in the new academic year.	
<b>iv Collaborative Learning</b>			
4.3	Subsidise trips and clubs	Trips cancelled due to Covid 19- follow guidance of when to re-establish next year but will follow the same policy for PP children	
<b>i. Early Years Foundation Stage</b>			
5.1 and 5.3	Release time given to observe in another setting. CPD matched to need	Little impact seen from action plan developed. Continue next year	
5.2	Release time given related to research project.		

## 6 Additional detail

Over the past year funding has also gone to providing additional support through wellbeing and food banks.