

Pupil premium strategy statement – Outwoods Edge Primary School

Outwoods Edge Primary School, we are committed to ensuring every child thrives academically and personally. Our pupil premium strategy reflects our ambition to provide high-quality teaching, targeted support, and enriching experiences for all pupils. While we recognize areas for development, we are proud of the progress made and confident that our evidence-informed approach will continue to drive improvement. Our dedicated staff team and inclusive ethos underpin everything we do, ensuring that every child has the opportunity to succeed and flourish.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,623.75
Total budget for this academic year	£ 94,623.75

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	1.10.2026
Statement authorised by	Chris Severyn
Pupil premium lead	Chris Severyn
Governor / Trustee lead	Tom Burt

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to ensure that disadvantaged pupils achieve outcomes in line with national expectations and that gaps in Reading, Writing, and Maths narrow significantly by July 2026. We will achieve this through a tiered approach: (i) strengthening quality first teaching, (ii) delivering targeted academic support for pupils at risk of falling behind, and (iii) addressing wider barriers such as attendance and wellbeing.

Context and commitment:

Outwoods Edge is a happy, inclusive and friendly school with a passionate, highly skilled staff team. Our leadership team fosters a culture of support and challenge that prioritises the well-being and academic progress of all children. We are a large, two-form entry primary school with classes from Foundation Stage to Year 6 and a specialised SEN provision – *The Forest* – offering bespoke support for pupils with cognition, learning, and SEMH needs. Approximately 15% of pupils are on the SEN register and around 12% are in receipt of Pupil Premium funding.

Early years focus:

Children entering Foundation Stage now typically attend nursery full-time, and only a minority are not school-ready. We have implemented *Drawing Club* to strengthen fine motor skills, early writing, and vocabulary development. Our EYFS provision remains language-rich and underpinned by a structured phonics programme (*Little Wandle*) and early maths mastery principles.

Pedagogical priorities:

Our core belief is that quality first teaching is the most effective way to secure success for our most vulnerable pupils. We use Steplab as our primary professional development tool, ensuring teachers receive research-informed, iterative coaching that continually raises the standard of classroom practice. This is complemented by collaborative planning, high-quality CPD, and regular feedback cycles.

Curriculum and enrichment:

We provide a broad and balanced curriculum designed to build knowledge, skills, and cultural capital, improving life chances for all pupils. Our approach is evidence-informed and tailored to meet the needs of disadvantaged pupils and those with SEND. Alongside academic priorities, we address emotional and social needs and provide financial assistance to ensure equitable access to enrichment experiences.

Accountability and impact:

Strategic milestones and goals are shared across SLT, staff, and governors. Impact will be monitored half-termly through data analysis and reviewed termly by governors. Funding decisions are guided by the EEF's tiered model and cost-effectiveness principles, ensuring resources deliver maximum impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gaps in upper KS2 Maths and Writing</p> <p>Analysis of recent assessments highlights gaps in attainment for disadvantaged pupils in upper KS2, particularly in Maths and Writing. For example, current teacher judgements show that 12.5% of disadvantaged pupils in Year 6 are working at the expected standard in Maths, compared to over 50% of their peers. Writing outcomes are similarly low, with Year 4 at 0%, Year 5 at 10%, and Year 6 at 13%. These figures underline the importance of focused action. Our strategy addresses this through high-quality teaching, targeted interventions, and diagnostic-led tutoring to accelerate progress. By embedding evidence-informed approaches, we aim to ensure pupils leave primary school well-prepared for secondary education and future opportunities.</p>
2	<p>Persistent disadvantage in Reading attainment</p> <p>Reading remains a priority for improvement. While whole-school averages are strong (around 72%), disadvantaged pupils in Years 4–6 often perform below 50% at the expected standard. Early indicators from EYFS also show gaps in Word Reading, particularly for disadvantaged and EAL learners. These trends highlight the need for sustained focus on phonics, fluency, and comprehension strategies. Building on successful interventions that have already improved progress in reading, we will continue to strengthen early reading provision and embed structured approaches to vocabulary development, ensuring pupils develop the skills and confidence to access the full curriculum.</p>
3	<p>Attendance and engagement barriers</p> <p>Attendance is a key factor in learning continuity. Persistent absence for disadvantaged pupils currently stands at 31.6%, above the national average, and SEN pupils face similar challenges. Higher suspension rates also impact engagement. Improving attendance and behaviour is therefore central to our strategy. We are implementing the DfE’s guidance on attendance, strengthening family partnerships, and embedding relational approaches to behaviour. These actions aim to reduce absence, improve</p>

	engagement, and ensure pupils benefit fully from teaching and enrichment opportunities.
4	<p>Early language and fine motor development gaps for disadvantaged pupils</p> <p>Although most children now attend nursery before starting school, some disadvantaged pupils enter EYFS with gaps in oral language and fine motor skills. Current assessments show differences in Listening, Speaking, and motor development compared to their peers. These skills are critical for early literacy and numeracy. Our approach includes language-rich provision, structured phonics, and initiatives such as Drawing Club to strengthen vocabulary and transcription readiness. By addressing these early barriers, we aim to secure strong foundations for future success in reading and writing.</p>

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 2024-27	Success criteria
Improved attainment in Maths and Writing among disadvantaged pupils in upper KS2.	<p>KS2 outcomes in July 2026 show that at least 40% of disadvantaged pupils meet the expected standard in Maths (up from 12.5%).</p> <p>Writing outcomes for disadvantaged pupils improve significantly:</p> <ul style="list-style-type: none"> • Year 4 PP $\geq 30\%$ at EXS+ • Year 5 PP $\geq 30\%$ • Year 6 PP $\geq 35\%$ <p>Evidence from termly assessments and book scrutiny shows narrowing gaps between PP and non-PP pupils.</p>
Improved reading attainment and fluency among disadvantaged pupils across KS2.	<p>KS2 reading outcomes in July 2026 show that $\geq 55\%$ of disadvantaged pupils meet the expected standard.</p> <p>Year 1 phonics screening pass rate for PP pupils meets or exceeds national average. EYFS Word Reading gap narrows (PP $\geq 70\%$ at expected+).</p> <p>Observations and formative assessments indicate improved fluency and comprehension.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Persistent absence for PP pupils reduces from 31.6% → ≤20% by July 2026. SEN persistent absence reduces from 38.9% → ≤25%. The attendance gap between disadvantaged and non-disadvantaged pupils narrows by at least 5pp each term. Qualitative evidence (pupil voice, parental feedback) shows improved engagement.</p>
<p>Improved oral language skills and fine motor development among disadvantaged pupils in EYFS.</p>	<p>EYFS PP Listening & Speaking expected+ improves from 50% → ≥75% by July 2026. EYFS PP Fine Motor expected+ improves from 50% → ≥75%. Observations and assessments indicate richer vocabulary and improved letter formation readiness. Triangulated evidence from lesson engagement, work samples, and ongoing formative assessment confirms progress.</p>

Activity in this academic year

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of StepLab – a tool for improving teaching and learning through instructional coaching and group professional development.</p>	<p>EF evidence shows that high-quality professional development, including instructional coaching, has a strong impact on pupil outcomes by improving teacher practice: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/ef-effective-professional-development</p>	<p>1,2,3</p>
<p>Linking with a local academies partnership to gain access to shared resources and networks for subject leadership and attendance.</p>	<p>Collaborative networks and subject leadership development are associated with improved curriculum quality and consistency, which underpin effective teaching and learning: EEF Implementation Guidance</p>	<p>All</p>

<p>Purchase and implementation of Numberstacks – a maths intervention which tracks back key skills to Reception and all the way through to Year 6.</p>	<p>EEF guidance on maths interventions highlights the importance of addressing gaps in foundational knowledge and using structured, cumulative approaches: [Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3]</p>	<p>1</p>
<p>Recruitment of a specialist ELSA teaching assistant to run sessions for children with social, emotional and mental health needs.</p>	<p>Social and emotional learning interventions have strong evidence of improving behaviour, attitudes, and academic outcomes: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>All</p>
<p>Recruitment of a qualified teacher to deliver tutoring and targeted interventions for Years 4–6, focusing on disadvantaged pupils in Maths, Writing, and Reading. Sessions will be aligned with classroom learning and informed by diagnostic assessments.</p>	<p>EEF evidence shows that one-to-one and small-group tuition can accelerate progress for pupils who are behind, particularly when linked to classroom teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p>Purchase and implementation of <i>Drawing Club</i> in EYFS to strengthen fine motor skills, early writing, and vocabulary development for disadvantaged pupils. This approach combines creative drawing tasks with structured language activities to build oral language and transcription readiness.</p>	<p>EEF evidence highlights that oral language interventions and approaches that integrate speaking, listening, and vocabulary development have a high impact on attainment (+6 months). Fine motor development is also critical for early writing success, and structured, playful approaches are recommended in <i>Development Matters</i> and EEF early years guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</p>

<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>DfE guidance is based on evidence from schools that have successfully reduced persistent absence: [Working Together to Improve School Attendance DfE] (https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on experience and EEF implementation guidance, flexibility to respond to emerging needs ensures timely support for disadvantaged pupils.</p>	<p>All</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes:

Our analysis of last year's outcomes shows encouraging progress in reading and improvements in maths, with disadvantaged pupils making gains that bring them closer to national benchmarks. Reading progress was particularly strong, reflecting the impact of targeted interventions, and attainment in maths improved compared to the previous year. Writing remains a key development area, and our updated strategy includes focused actions to address this. Attendance has improved, and persistent absence has reduced significantly, though further work is needed to close the gap to national figures. Behaviour data highlights the need for continued investment in SEMH support and relational approaches. These findings inform our three-year plan, which builds on successes and tackles remaining challenges through high-quality teaching, targeted support, and wider strategies to promote engagement and wellbeing.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Wider Strategies

Our wider strategies aim to remove non-academic barriers to learning and ensure disadvantaged pupils have equitable access to enrichment opportunities, essential resources, and experiences that support their personal development and wellbeing. These activities complement our focus on high-quality teaching and targeted academic support.

Enrichment and Access

We use Pupil Premium funding to enable disadvantaged pupils to participate fully in the wider life of the school. This includes:

Peripatetic Instrument Lessons

Rationale: Access to music tuition promotes confidence, creativity, and cultural capital, which are often limited for pupils from disadvantaged backgrounds.

Success Criteria:

- Increased participation of disadvantaged pupils in instrumental lessons.
- Positive feedback from pupils and parents on engagement and enjoyment.
- Evidence of improved confidence and participation in school performances.

School Trips and Residential Visits

Rationale: Educational visits and residential experiences broaden horizons, deepen curriculum understanding, and develop social skills. Financial barriers often prevent disadvantaged pupils from accessing these opportunities.

Success Criteria:

- 100% of disadvantaged pupils attend all planned trips and residential visits.
- Pupil voice indicates increased engagement and enjoyment of learning.
- Teachers report improved contextual understanding in linked curriculum areas.

Breakfast Club and Extra-Curricular Activities

Rationale: Breakfast club supports punctuality, readiness to learn, and nutrition, while extra-curricular activities promote social development and resilience.

Success Criteria:

- Increased attendance and punctuality for disadvantaged pupils.
- Participation rates in extra-curricular clubs match or exceed previous years.
- Positive feedback from parents and pupils on wellbeing and inclusion.

Holiday Clubs

Rationale: Holiday provision reduces learning loss, supports wellbeing, and provides safe, structured activities during school breaks.

Success Criteria:

- Uptake of holiday club places by disadvantaged pupils.
- Parent feedback evidences reduced stress and improved continuity of care.
- Monitoring of pupils' engagement and readiness to learn post-holiday.

Provision of Essential Items (e.g., Coats)

Rationale: Ensuring pupils have appropriate clothing removes barriers to attendance and participation in outdoor learning and trips.

Success Criteria:

- No disadvantaged pupil misses school or activities due to lack of suitable clothing.
- Parent feedback confirms reduced financial stress and improved inclusion.

Planning, implementation, and evaluation

In planning our updated pupil premium strategy, we began by evaluating why some activities undertaken in previous years had not delivered the impact we expected. We reviewed our previous approach alongside outcomes data and commissioned internal reviews to ensure we had a clear understanding of the barriers faced by disadvantaged pupils.

We triangulated evidence from multiple sources, including national performance measures in the IDSR, our internal teacher assessments, and qualitative feedback from parents, pupils, and staff. This process helped us identify persistent challenges such as low attainment in writing, variable progress in mathematics, and wider issues linked to attendance and behaviour. We also examined engagement in lessons and work scrutiny to understand how these challenges manifest in day-to-day learning.

To strengthen our approach, we drew on external research and best practice. We reviewed the Education Endowment Foundation's (EEF) guidance on effective use of pupil premium and the Department for Education's recommendations, using the EEF's implementation guidance—particularly the 'Explore' phase—to diagnose specific needs and select evidence-informed strategies most likely to work in our context. We also sought insight from local schools with strong outcomes for disadvantaged pupils to learn from their approaches.

Our implementation plan prioritises high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers such as attendance and wellbeing. We have embedded a robust evaluation framework across our three-year strategy. This includes termly impact reviews, triangulating attainment, progress, attendance, and behaviour data, alongside pupil and parent voice. Findings will inform iterative adjustments to ensure our plan remains responsive and effective in securing improved outcomes for disadvantaged pupils.