

Pupil premium strategy statement – South Avenue Primary School 2024 - 2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (EOY)	25/26 EOT 2 – 409 24/25 EOT2 – 410
Proportion (%) of pupil premium eligible pupils	25/26 EOT 2 – 39.6% (162 pupils) 24/25 EOT2 – 39% (160 pupils)
DfE Figures for funding allocation for September 2025	413 pupils on roll 145 eligible for pupil premium 35% proportion of eligible pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	
Date on which it will be reviewed	December 2026
Statement authorised by	Miss T Cadwallader
Pupil premium lead	Mrs C Telford
Governor / Trustee lead	Anita Kelly-Metelewa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	25/26 £219,675 24/25 £205,720
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic yearr	£219,675

Part A: Pupil premium strategy plan

Statement of intent

In deciding how to use the Pupil Premium funding it is important to take into consideration the context of the school and the challenges faced. Evidence based research should be used, in particular the EEF to ascertain which strategies would be best suited to the needs of the children at South Avenue Primary School.

It is important to note that the school has a number of disadvantaged pupils who do not attract pupil premium funding, however, their family circumstances mean that they are equally disadvantaged and we would wish to support them through this strategy.

Common barriers to learning are:

- Weak language and communication skills - especially upon entry at EYFS
- Lack of parental support in learning at home – many parents have had poor school experiences and lack the knowledge and understanding to support their children with the skills required to read and write and complete higher level maths calculations
- Home boundaries and consequences do not support the school's behaviour policy causing difficulties for children socially
- Lack of confidence and resilience
- Behaviour difficulties – these are more frequent and can be more complex and challenging
- Attendance and punctuality issues
- Complex family/home lives that prevent children from flourishing

Our ultimate aims are:

- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ❖ For all disadvantaged pupils to make or exceed nationally expected levels
- ❖ To narrow the attendance gap between disadvantaged and non-disadvantaged pupils
- ❖ To support the children's mental and physical health to enable them to access learning at an appropriate level
- ❖ To support families in the wider context

In order to achieve the aims we will:

- ✓ Ensure that teaching and learning opportunities meet the needs of all the pupils. All teaching is good or better, ensuring that the quality of teaching received by all children is improved
- ✓ Ensure that speech and language support is provided in school and external referrals made where necessary. This will in turn support interventions at an early stage in children's school careers thus reducing this barrier in the longer term
- ✓ Reduce class sizes in upper KS2 for English and Maths to improve opportunities for effective teaching and accelerating progress using a qualified maths specialist teacher

- ✓ Provide an additional HLTA in KS1 to support disadvantaged children in core subjects
- ✓ Provide additional teaching and learning opportunities for writing through the provision of a non-class based qualified teacher to lead this area and run interventions across the school
- ✓ Allocate a minimum of 2 TA's to each year group to support with small group work focussed on overcoming gaps in learning
- ✓ Train all staff on the impact of adverse childhood experiences (ACE's) and the importance of relationships and consistent language with children to support their emotional wellbeing
- ✓ Offer small group and 1:1 support via the school wellbeing co-ordinator
- ✓ Support disadvantaged families to access breakfast club and after school club free of charge
- ✓ Support parents to become better engaged with school, especially those who did not have positive school experiences themselves
- ✓ Support disadvantaged families with on site programmes relating to parenting, basic literacy and numeracy, cookery, budgeting and behaviour support
- ✓ Support families where attendance and punctuality are areas of concern
- ✓ Provide extra curricular activities both in and out of school to broaden the children's experiences and ambitions

Percentage of Pupil Premium children per year group		
	24/25 EOY	25/26 03.12.25
Year R	32%	37%
Year 1	42%	38%
Year 2	33%	47%
Year 3	47%	42%
Year 4	22%	48%
Year 5	43%	22%
Year 6	41%	43%

Challenges

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

Challenge number	Detail of challenge
1	Deprivation in the local area means that disadvantaged children lack wider experiences, struggle to engage in the curriculum and have little ambition
2	Emotional health and wellbeing of parents has a negative impact on their children's development impacting their resilience and confidence. Parents struggle to engage with school.
3	Communication and language skills are low upon entry to school. Parents own lack of education does not support children's development.
4	Low starting points in EYFS
5	Narrowing the attainment gap across Reading, Writing and Maths
6	Attendance and punctuality issues
7	Frequent challenging behaviour from a core group of children who have had a variety of adverse childhood experiences (ACE's)/trauma
8	Children's lack of oracy skills

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
1. Children will participate in a range of activities, supplementary to the curriculum. This includes extra-curricular clubs, not solely run by school, to provide a stimulus for learning.	Increased numbers of pupil premium children will be accessing extra-curricular activities.
2. To support children's emotional wellbeing through building positive relationships both in and out of the classroom, ensuring all staff can recognise concerns, use early intervention techniques in class to support the children and know who to refer to should additional support be required. To support those children who need more in depth or specific support via the school's wellbeing/nurture practitioners and referral to outside agency support	Children will be better able to focus on their learning, leading to increased progress towards their end goals. Children will build positive relationships with their key adults ensuring they feel safe, secure, making for a better platform from which to learn. Staff will be able to recognise this at PPMs and through THRIVE profiles External agency support is used in areas where school support is at capacity External agency support is used where additional expertise is required

<p>3. Improvement of children's communication and language skills, including those who are EAL and enter with no understanding of the English language.</p>	<p>Class staff will have identified and referred to the SEN TA within 6 weeks of starting the school, any concerns relating to communication and language.</p> <p>Interventions support the improvement of children's communication and language skills enabling children to achieve GLD by year end.</p> <p>EYFS curriculum has a strong focus on communication and language supported by the SEN TA.</p> <p>Parents are engaged to support their children at home and evidence of this is seen.</p>
<p>4. EYFS curriculum will support the areas of development most commonly lacking upon entry enabling children to make good progress towards learning goals.</p>	<p>Pupils' progress and attainment to be at least in line with national.</p>
<p>5. Progress and achievement in Reading, Writing and Maths</p>	<p>Children achieve at least expected in all 3 areas and combined compared to national.</p>
<p>6. Improvement in attendance and punctuality of disadvantaged children.</p>	<p>Attendance of disadvantaged pupils is in line with their non-disadvantaged peers</p>
<p>7. Behaviour of key pupils improves enabling these children to access their learning and reduce the disruption caused to the rest of their classes</p>	<p>Children will be given intensive support by the THRIVE practitioners and external services were appropriate.</p> <p>Children will be supported by the whole school nurture approach to reduce their levels of anxiety.</p> <p>Children will be able to access their learning and make progress towards end goals.</p> <p>The impact on other children in their classes reduces enabling a better learning environment and thus better progress towards learning goals.</p>
<p>8. For all children to be able to access curriculum based sporting activities eg swimming</p>	<p>Children will be given the same opportunities to take part in curriculum based sporting activities</p>
<p>9. For all children to be able to access wider learning opportunities to support a more engaging curriculum eg trips and visits</p>	<p>Children will be able to access the same wider opportunities as their peers to enhance their curriculum based learning</p>
<p>10. Wrap around care</p>	<p>Children will be able to access wrap around care to support attendance/lateness in school</p>
<p>New Outcomes from January 2025/2026</p>	
<p>11. For strong relationships to be seen with parents and the local community in order to enhance pupil achievement, wellbeing and sense of belonging</p>	<p>Parents will attend school events relating to their child's academic development eg parent consultations, meet and greets, class assemblies. The school will have an active cohort of parent volunteers to support with</p>

	<p>events and activities and other academic support.</p> <p>Parents to attend workshops to support their children's learning</p> <p>Parents to attend workshops to develop themselves as learners</p> <p>Parents to attend workshops to develop their parenting skills</p>
<p>12. Phonics to be delivered consistently across EYFS, Years 1 & 2 to ensure all children have access to high quality teaching, leading to an increase in the phonic screening results</p>	<p>Phonics will be delivered consistently using the Twinkl scheme in KS1</p> <p>Phonics will be taught/ rehearsed across the school day outside of phonics lessons</p> <p>Interventions will be planned and delivered to increase the % pass in years 1 & 2</p> <p>Staff in lower KS2 will have received CPD and are confident teachers of phonics</p> <p>Purchase new books to support the Twinkl scheme</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,858.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children to include CPD	EEF tiered approach states that Quality First Teaching is a top priority and will have the biggest impact	3,4,5,8
Writing Lead to support improvement in planning and delivery of writing across the school, providing CPD	Research Report DFE-RR238 paper shows that writing scores lower than reading across all pupils. This is also an area of focus for the school under Ofsted.	5

for teaching staff.		
UPS teacher (maths specialist) employed to work in year 6 for terms 1-4 then in Year 5 for terms 5&6 mornings only. To lead Maths across the school and provide CPD for teaching staff.	EEF evidence shows that smaller class sizes enable the range of approaches a teacher can employ and the amount of attention each pupil receives will increase. Using this teacher, we can split year 6 into 3 classes in the morning enabling class sizes of 20 for English and Maths terms 1-4 and the same in year 5 for terms 5&6. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	5
An ongoing programme of CPD to support behaviour strategies across the school	EEF – Teaching & Learning Toolkit Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7

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

Budgeted cost: £ 105,190.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of small group and 1:1 structured interventions both in and outside of the classroom by teachers and teaching assistants	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions “Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9 “Maximising the Impact of Teaching Assistants.” Rob Webster et al ISBN 9780367468347	3,4,5
SEN TA to deliver 1:1 speech and language interventions	EEF Teaching & Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

and refer to external agencies as needed		
HLTA to be used to reduce class sizes in KS1	<p>EEF – Reducing Class Size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>“There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school”</p> <p>“In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes....”</p>	3,4,5

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

Budgeted cost: £ 60,670.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 trained emotional wellbeing/nurture practitioners offering mental health and wellbeing interventions full time.</p> <p>Practitioners to work intensively with core groups of children displaying challenging behaviours and suffering from the impact of adverse childhood experiences</p>	<p>EEF</p> <p>Social and Emotional Learning – interventions that target social and emotional development seek to improve pupil’s interaction with others and support the self-management of emotions.</p> <p>This in turn enables these children to better integrate within a classroom, relate to their peers and adults in school, focus on their learning and thus make progress</p> <p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,7
<p>Family Liaison Officer – To work with vulnerable families providing</p>	<p>EEF</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF Teaching and Learning Toolkit</p>	1,2,6,7

support on a range of issues, making supportive referrals and focussing on children attending school every day and on time	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Attendance Officer (0.5) To make first day calls and build trusting relationships with parents promoting the need for good attendance and punctuality	EEF Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6,5
Counselling Commission local services to support children as identified. Anxiety among many children means they struggle to focus on their learning. Our cohort has high levels of Domestic Abuse and children require additional support to manage their emotions around this.	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,7
Ongoing CPD for all staff to support behaviour that challenges	EEF – Teaching & Learning Toolkit Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7
Payment of trips and activities that support the curriculum and enhance learning thus developing wider	For children to be able to have a fully rounded education they require wider learning experiences. These will enhance their knowledge which can be used in their writing and support future aspirations.	1

experiences for the children		
Payment of staff to run Wrap Around Care so that the offer can be widened to more families and offered free of charge to the most disadvantaged families	South Avenue Primary school has seen an improvement in attendance of those children who have been offered free Wrap Around Care. EEF Guidance/Research	2,6

Total budgeted cost: £ 219,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1

139 children attended one or more club throughout the academic year 24/25 of which 32% were pupil premium children

Sports coaches support the delivery of PE and after school clubs and run activities at lunch time for children to take part in

Outcome 2 & 7

137 children were supported with in school wellbeing interventions across the year = 33% of our whole school cohort, some having up to 3 interventions in total. A list of interventions can be found below.

83 of the 137 children receiving in school interventions were pupil premium = 61%

83 of the 160 children receiving pupil premium received an intervention = 52%

54 of the 250 children not receiving pupil premium received an intervention = 22%

Children supported with at least 1 wellbeing intervention per year group:

Year group	NPP	PP	Total
Year R	1	5	6
Year 1	8	15	23
Year 2	10	10	20
Year 3	11	22	33
Year 4	10	10	20
Year 5	11	10	21
Year 6	3	11	14
Total	54	83	137
% of whole school cohort	13%	20%	33%

Interventions completed:

Group	1:1
Confidence Building	Confidence Building
Self Esteem	Self Esteem
Friendships	Resilience
Social Skills	Drawing & Talking
Looking Back Moving On (supporting traumatic experiences)	ELSA support – 7 children were given this in-depth support. The attendance of one child has gone from 75.8% end of 24/25 to 93.4% 04.12.25, their behaviour is settled and they are showing progress in their learning.
Lego Therapy	

Healing Together (supporting children who have witnessed domestic abuse)

Multi-Family Support - 7 hard to reach families supported via 1:1 work with the parents, 1:1 one with the child/ren and then bringing them together as a family. This then led to bringing the families together as a group. Feedback was very positive and the parental engagement with these families has strengthened immensely with 2 now volunteering in school.

Outcome 3 & 4

In 2024/25, EYFS continued to target the areas of development most commonly underdeveloped on entry, with speech and language remaining the greatest need. A significant number of children presented with limited vocabulary, reduced confidence in speaking, and weaker listening and attention skills. To address this, we strengthened early identification and intervention: pupils were assessed using Language Link before Christmas, communication with feeder nurseries was prioritised, and NHS referrals were submitted as early as possible. A dedicated Speech and Language TA spent time in class to build relationships ahead of formal assessment and targeted support.

To build vocabulary across the cohort, curriculum adjustments were made. Drawing Club was used to explicitly teach and revisit new language, and teaching sequences incorporated Level 1 activities and daily nursery rhymes to plug early gaps in phonological awareness and oral language. Targeted interventions were completed throughout the year and staff engaged with external agencies. These measures enabled children to make stronger progress towards Early Learning Goals, and the same approaches continue to underpin provision for 25/26.

The 24/25 EYFS cohort continue to use Drawing Club in year 1 to further support their progress.

EYFS GLD	23/24 Baseline T2	23/24 EOY	24/25 Baseline T2	24/25 EOY
All pupils	30%	66.7%	17%	61.5%
Pupil Premium	20%	56.5%	11.8%	52.6%
Non-PP	35%	73%	19.4%	66.7%

Outcome 5

		Pupil Premium/Non-PP EXS+		
		T2	T4	T6
Pupil Premium	Reading	28%	30.4%	41.7%
	Writing	44%	43.5%	50%
	Maths	48%	56.5%	54.2%
	Combined	24%	26.1%	37.5%
Non-Pupil Premium	Reading	85.7%	88.6%	86.1%
	Writing	80%	82.9%	83.3%
	Maths	94.3%	94.3%	88.9%
	Combined	77.1%	82.9%	83.3%
All Pupils	Reading	61.7%	65.5%	68%
	Writing	65%	67.2%	70%
	Maths	75%	79.3%	75%
	Combined	55%	60.3%	65%

One pupil premium child was absent for the SATs tests. They were an expected child. Had their results been as expected that gap between the pupil premium and non-pupil premium would have reduced by 5%.

This cohort from entry in year R to Year 6 was very unstable. Of the original 60 children joining in year R only 31 children remained in Year 6, meaning 29 children were in year joiners with 19 joining in KS2 and 2 non English speaking children joining in Year 6.

Outcome 6

Attendance EOY 2024/2025

Pupil Premium – 91.22% an increase of 1.12% from 23/24 the biggest improvement in an academic year since the pandemic

Non-Pupil Premium – 96.47% an increase of 1.32% from 23/24

Whilst there remains a significant gap of 5.25% between the pupil premium and non-pupil premium attendance it is positive that the % improvement of pupil premium children is closer to that of their non pupil premium counterparts

Outcome 7 see above

Outcome 8

Pupil premium was used to fund swimming lessons in years 4, 5 & 6. This reduced the cost to parents to £1 per lesson for 6 lessons. Where this payment was not possible for families pupil premium supported the additional cost

Outcome 9

All pupil premium children and those otherwise disadvantaged had full access to the offer of trips and in school visitors to enhance their learning. Whilst a request was made for payment from parents where this was not possible pupil premium supported the payment to ensure no child missed out on the opportunities available

Outcome 10

10 pupil premium children have been supported to attend Wrap Around Care on a regular basis. This has been to support families where children’s behaviour at home is challenging, to give respite to other siblings and to support attendance.

A breakdown can be seen below:

	Breakfast Club Sessions						After School Club Sessions					
	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
1							11	13	12	9	10	13
2		12	24	27	17	23	12	12	10	10	8	8
3	19	20	18	18	12	18						
4	19	19	18	18	13	18						
5	13	12	16	18	13	12						
6		26	30	28	19	16						
7	17	30	24	28	22	25						
8	29	22	24	27	19	25						
9				18	17	26				8	10	11
10					7							

2 examples below:

Child 2 in 2023/2024 had attendance of 74.3% with 22.3% late marks after the register closed and 16.7% late marks before the register closed. In 2024/2025 with the introduction of breakfast and after school club his attendance rose to 85.5% with 3.4% late marks after the register closed and 6.8% late marks before the register closed, with no late marks from term 3 onwards.

Child 9 saw an improvement in attendance from 71.3% in 2023/2024 to 86.3% in 2024/2025

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose
PIXL Assessment & Interventions	PIXL
KAPOW	KAPOW
THRIVE – wellbeing	THRIVE
IDL	IDLS Group
Speech & Language Link	Speech Link
Accelerated Reader	Renaissance
RE	Christianity Today
Mathletics	Mathletics
Test Base – Maths	Test Base
Science Bug	Pearson
Sing Up	Sing Up
Twinkl Handwriting	Twinkl
Twinkl Phonics	Twinkl
TT Rockstars	Times Table Rockstars
Drawing & Talking Therapy Accreditation	Drawing & Talking