

Edwalton Primary School Pupil Premium Strategy Statement 25-26 /review 24-25



This statement details our school's use of funding available for pupils eligible for pupil premium to help improve the attainment of our pupils facing disadvantage.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of funding for those eligible for pupil premium had within our school.

School overview

Detail	Data
School name	Edwalton Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	15.9% 63 Children
Academic year that our current pupil premium statement covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Daniel Graney (Headteacher)
Pupil Premium lead	Rachel Steer
Governor / Trustee lead	Emily Talbot / Mike Skinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,445 (£1515 per eligible child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 95,254.17

Part A: Pupil Premium Strategy Plan

Statement of intent

Edwalton Primary School (part of the Flying High Partnership – FHP) is a special place to be; there are happy and enthusiastic children, hardworking staff, a supportive community of parents/ carers and a committed Governing Body. Our vision, 'Excellence at Edwalton' encapsulates our aim to be relentless in helping all of our children thrive, regardless of their background or the challenges they face. The focus of our pupil premium strategy is to support pupils facing disadvantage to maximise their potential both in academic and wider learning, striving to make as much progress as possible, including those children who are already high attainers.

Our Edwalton Primary School Curriculum principles are ALIVE: Aspirational, Long term memory, Inclusive, Vocabulary Rich and Experiential. Our teaching follows the FHP lesson design model, informed by Sweller's Cognitive Load Theory and Rosenshine's Principles of Instruction to ensure that we reactivate our children's existing knowledge before teaching new knowledge in small 'chunks' of granular knowledge.

We aim to provide a positive, inclusive environment, where all children feel happy and safe and flourish due to the care, nurture, support and challenge they receive. We take great pride in caring for our wonderful, sustainable environment, including our farm with large animals such as Alpacas and pigs, and small animals such as guinea pigs and rabbits. We have acres of woodland including outdoor 'classrooms' and problem-solving areas. We celebrate difference in our diverse school community. We look to embed the Flying High Partnership ethos of creating a unique, exceptional, sustainable school which inspires our community and empowers our children. through our learning opportunities. Our aim is for our children to leave prepared and with a thirst for learning yet be balanced individuals with a moral outlook. We ensure that all children's opportunities are widened through an exciting and challenging curriculum.

Children who are eligible for pupil premium receive support in three ways. High-quality teaching is at the heart of our approach, with a focus on areas in which assessment shows pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our children may also access targeted, more specific support alongside the equally important wider learning opportunities and a chance to develop their cultural capital through experiences.

Challenges

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

Challenge Number	Detail of challenge
1	Some of our children enter EYFS with less developed communication and language skills which has an impact on their vocabulary, early reading, phonics and literacy skills (measured using baseline literacy).
2	For some children, stamina for phonics, writing, spelling and the presentation of their handwriting is an area for improvement. Data shows writing as key area for development for current y6 cohort of children eligible for PP.
3	Attainment and progress in Maths – children’s fluency and arithmetic skills to be embedded and reasoning / mathematical language skills need to be developed: this is having an impact on children’s mathematical attainment and confidence.
4	KS2 results in 2025 showed some pupils eligible for pupil premium did not achieve combined ARE – however the school performed higher than the Local Authority.
5	Emotional health issues affect children’s learning in school and can impact their cognitive attainment. This may relate in part due to increased isolation and reduced social interactions during their formative years (0-4yrs is key for social and emotional development).
6	Attendance and punctuality of pupils impacts on their ability to learn as in missing school / lessons they miss out on valuable learning time. Latest guidance on attendance – following three tiers of universal, individual and higher needs strategies including welcoming, relational approaches and working with parents to understand the child’s challenges.
7	Ensure all children, regardless of background, have access to wider curriculum and out of school activities such as sports clubs / music / residential and day school trips, linked to ability to travel / financial implications / value placed on wider 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
To improve oral language, literacy skills and vocabulary among children facing	<ul style="list-style-type: none"> An increased proportion of Pupils eligible for Pupil Premium make progress in Phonics.

<p>disadvantage. To develop our children as readers by improving attainment in phonics.</p>	<ul style="list-style-type: none"> • An increased proportion of Pupils eligible for Pupil Premium pass the Phonics Check in Year 1 (83.3 % in 2025 consistent with previous year.) • Pupils eligible for Pupil Premium make progress in communication and language skills in EYFS when compared to baseline data (entry to EYFS) • Evidence of improvement in spoken language is present in monitoring and classroom visits. • Progress is made by pupils with SALT and language intervention. • Aspirational language being modelled and promoted consistently across the school.
<p>To increase progress and attainment in all English subjects (reading, writing and phonics), particularly writing, enabling children to achieve age related expectations or greater depth. Early reading and phonics are also school's priorities</p>	<ul style="list-style-type: none"> • Class teaching is at least good 100% of lessons observed • Classroom environments and lesson design support Pupils eligible for Pupil Premium to develop confidence in writing fluency and support the writing learning journey. • Reading and maths attainment at the end of KS2 is at least in line with National PP data. • Reading, writing and maths combined attainment for Pupils eligible for Pupil Premium is at least in line with National. • Pupils eligible for Pupil Premium are reading a book (one to one) at the correct level for their reading attainment at home and school. • All pupils eligible for premium access our libraries and choose books for pleasure. • An increased proportion of Pupils eligible for Pupil Premium achieve greater depth. • Children eligible for Pupil Premium with gaps in their attainment receive targeted interventions (FS2-Year 6) led by class teachers and TA's • An increased proportion of children eligible for pupil premium will attain ARE across all the 'combined' subjects of reading, maths and writing. Our target setting for 25/26 RWM combined for pupils eligible for pupil premium target 83% vs national non pupil premium 2025 62%

<p>To increase progress and attainment in maths, enabling children to achieve age-related expectations or greater depth.</p>	<ul style="list-style-type: none"> • Pupils eligible for Pupil Premium are confident in their multiplication facts knowledge and meet the expected standard at the end of Y4 Children’s mathematical fluency is enabling pupils eligible for Pupil Premium to access the Maths curriculum and be confident to reason mathematically with confidence and accuracy. • Classroom environments and lesson design support Pupils eligible for Pupil Premium to develop confidence in mathematical fluency and reasoning ability • Maths attainment at the end of KS2 is at least in line with National. An increased proportion of Pupils eligible for Pupil Premium achieve greater depth • Children can articulate their thinking in maths and apply in a range of contexts using the mastery approach • An increased proportion of children eligible for pupil premium will attain ARE across all the ‘combined’ subjects of reading, maths and writing.
<p>To enable all of our children to fully access our Edwalton curriculum, including the focus on outdoor learning. In addition, a focus on wider curriculum opportunities to enhance their cultural capital.</p>	<ul style="list-style-type: none"> • Pupils eligible for Pupil Premium are well represented in School ie School Council/ clubs etc • Pupils eligible for Pupil Premium access extra-curricular and enrichment activities such as clubs, trips and residential visits. • Children facing disadvantage have access to any educational resources needed to support learning and love of reading. • Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom. • Pupils access the outdoor learning experiences including use of the farm and woodland available at Edwalton. • OPAL ambassadors are well represented by pupils eligible for Pupil Premium.

<p>To equip our children and families with strategies which enable them to support their own emotional and mental health. This will enable children to overcome this barrier to learning and achievement.</p>	<ul style="list-style-type: none"> • ELSA support results in higher engagement, positive attitude towards learning and positive behaviour for learning. • Children will be able to self-regulate their behaviour. • Parents proactively engage with the ELSA team. • Children with emotional health needs make academic progress and appear more engaged in lessons. • Pupils eligible for pupil premium will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work, showing a greater level of challenge being achieved. • Teachers form good relationships with children and parents and provide support.
<p>To improve the attendance of all children, particularly for our Pupils eligible for Pupil Premium to be in line with non- eligible pupils and National attendance figures.</p>	<ul style="list-style-type: none"> • Pupils eligible for pupil premium arrive on time for school. • Attendance of children facing disadvantage improves to be in line with National expectations, no gap between pupils eligible for pupil premium and not (23/24 94% attendance for pupils eligible for pupil premium was above national but there was a 3% gap to pupils not eligible.) (24/25 94.36% attendance for pupils eligible for pupil premium was above national but there was a 3.02% gap to pupils not eligible.) • Attendance systems are put in place for those children who are persistently absent and families are supported to improve their children's attendance. • Travel to school is subsidised if necessary, in order to encourage good attendance ie bus pass

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,500

Activity	Evidence that supports this approach	Challenge number (s)
		addressed
Staff meetings focus on teaching strategies from FHP Teaching and Learning PLCs - focusing on effective lesson design using the 5-part model (based on EEF teaching toolkit)	EEF found strong evidence that explicit instruction, scaffolding , flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Walkthru training /curriculum task design / AET training /SALT training	2,3,4
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school. Using the FHP quality 1 st teaching documents to support leaders and teachers.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high- quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3,4
Accessing professional learning – Trust CPL and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	Collaborative learning approaches +5 months	1,2,3,4
Classrooms and communal areas of school are language rich environments	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	1,2
Effective assessment in place across the curriculum to ensure children know more and remember more, using FHP quality assured KKPDs	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacher head consulting, UK https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	2,3,4

Assessment procedures highlight gaps in learning to inform high-quality first teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy-EEF	1,2,3,4
Additional adult in class to co-regulate with children with emotional needs so that they stay regulated enabling all learners to learn effectively.	Social and emotional learning +4months (EEF) Metacognition and self-regulation +7months (EEF)	5
Early Reading Leader to provide CPL and coaching for teachers and TAs	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4m (EEF).	1,2
Use of Little Wandle phonics to support the use of phonetically decodable books to support reading and phonics	Phonics scheme to be consistent across school (Little Wandle) and also a consistent approach from all staff (teachers and support staff). EEF- Phonics +4 months - High impact for very low cost based on very extensive evidence	1,2
Writing is a priority on our action plans for this year English Lead accessing CPD to deliver to all staff to develop lesson design and structure of English	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,4
FFT aspire targets used to provide ambitious targets for all pupils	We are ensuring that our pupils have ambitious targets to help ensure that the gap between pupils eligible for pupil premium and not eligible for Pupil Premium is closed.	1,2,3,4
Edwalton children have access to a unique learning environment including acres of woodland with outdoor 'classrooms' and areas to develop wider skills such as problem solving plus daily access to a farm with a wide range of large and small animals	Social and emotional approaches have a positive impact on pupil learning of up + 4m. Outdoor Learning might provide opportunities for pupils facing disadvantage to participate in activities that they otherwise might not be able to access. Outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF OPAL play programme enhances children's learning outside improving their physical health and wellbeing.	1,5,6

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

Budgeted cost: £ 34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific and focused in class intervention in small groups by an adult to enhance the learning delivered by the class teacher and enable children who have attention and engagement difficulties to be able to access this scaffolded learning</p> <p>Yr gps FS2-6 with particular focus on Y2, Y4 and y6 re close gap between pupils eligible for PP and non-eligible</p>	<p>EEF Small group tuition +4 months</p>	<p>2,3,4</p>
<p>Additional adult full time in each FS2 intervention to FS children to include oral language intervention</p>	<p>EEF Early Years interventions +5months</p> <p>EEF Oral Language Interventions +5 months</p>	<p>1,2</p>
<p>Additional ELSA support including specific programmes such as Lego or play therapy where appropriate</p>	<p>Social and emotional learning +4months (EEF)</p> <p>Metacognition and self regulation (EEF +7 months)</p>	<p>5</p>
<p>Small group interventions out of the main classroom environment for reading, writing and maths.</p>	<p>Small group tuition +4 months</p> <p>Teaching assistant interventions +4 (EEF)</p>	<p>1,2,3,4</p>
<p>Additional school tuition – teacher led matched to pupil need – small group reading, writing, maths</p>	<p>Small group tuition (EEF+4) Reading comprehension +6months (EEF)</p>	<p>2,3,4</p>
<p>A clear, robust and graduated approach to improving attendance</p>	<p>EEF- Addressing the most significant non-academic barriers to success such as attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.</p>	<p>6</p>

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

Budgeted cost: £22,954.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA / Asst SENCO is also point of Family Liaison to provide targeted support for children and families	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	5
Additional staff to monitor attendance, work with Attendance lead (and ELSA) to promote attendance	We know that close relationships with our families results in better attendance and positive attitudes towards school. We know our community and embrace that being relentless in our support for families results in improved attendance at school. Parental engagement +3months (EEF)	6
Mental Health First Aiders – designated Edwalton members of staff.	EEF - Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5
School contribution to residential visits and day trips.	Arts participation EEF +3	5,7
To participate in additional wider extra-curricular opportunities ie music lessons/ sports clubs	Arts participation EEF +3 Physical activity EEF +2	5,7
School contribution to wider curriculum items (wellies, book bags, revision guides, bikes, clothing and iPads etc)	Arts participation EEF +3 Physical activity +2 SEL EEF +3	5,7

Total budgeted cost: £88,800

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil Premium activity had on pupils in the 2025 to 2026 academic year.

To increase attainment in all subjects (reading, writing and math), particularly writing, enabling children to achieve age related expectations or greater depth.

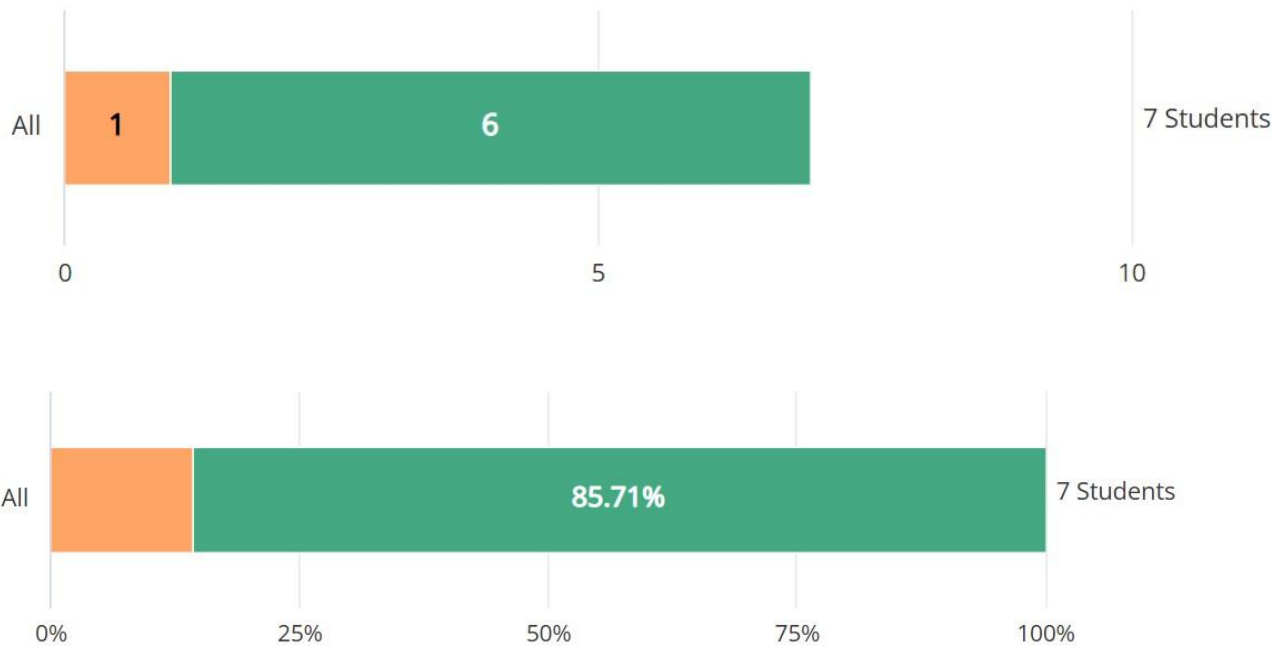


To increase progress and attainment in all English subjects (reading, writing and phonics), particularly writing, enabling children to achieve age related expectations or greater depth. Early reading and phonics is also a priority

Y6 Reading Y6 – average SS for pupils eligible for pupils eligible for PP 105.2 GPS average SS – 102.3

2024/25 71% Pupils eligible for Pupil Premium achieved phonics in y1 National average 80% and children facing disadvantage 67%

Year 1 Phonics - % PP Achieving



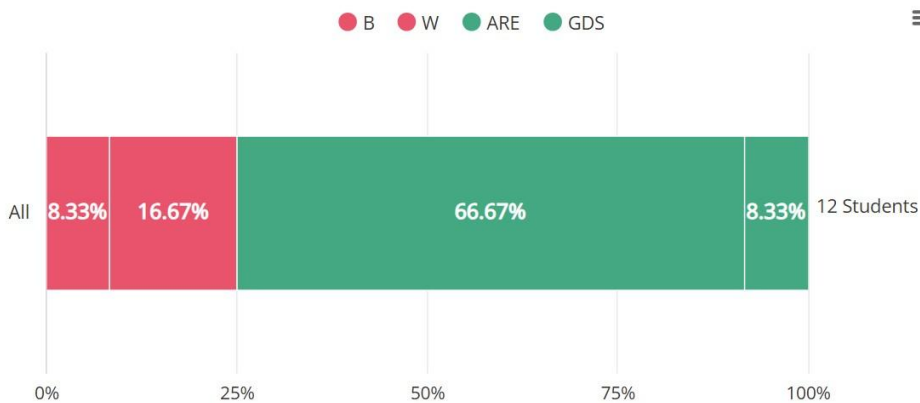
To increase progress and attainment in maths, enabling children to achieve age related expectations or greater depth.

Progress in maths for pupils eligible for pupil premium during the year.

Final MTC, above target and national. Last year 33.33% eligible for pupil premium pupils scored 25 vs national 37% and National for 'disadvantaged' 19.3%.

Edwalton pupils eligible for pupil premium average score 21 vs National 21 and pupils facing disadvantage 19.3

End Y5 (current Y6 cohort 2025/26) 75% on track ARE /ARE+



Y6 maths average SS – 103.7

To enable all of our children to fully access our Edwalton curriculum, including the focus on outdoor learning. In addition, a focus on wider curriculum opportunities to enhance their cultural capital.

Tracking of extra-curricular participation showed a greater % of Pupils eligible for Pupil Premium over pupils not eligible for Pupil Premium participation.

Key Area	Skill	Pre	Post	Rank priority to target
Emotional awareness	Ability to recognise how they feel	Red	Green	1
	Ability to say how they feel	Red	Green	
Social skills	Making eye contact	Green	Green	1
	Taking turns	Yellow	Green	
	Pleasant tone of voice	Red	Yellow	
	Sharing	Yellow	Green	
	Asking for help	Yellow	Green	
	Paying attention when spoken to	Yellow	Green	
Friendship Skills	Ability to initiate friendships	Yellow	Green	1
	Can maintain friendships	Red	Green	
	Understanding what friends do and don't do	Red	Yellow	
Self Esteem	Ability to identify strengths	Yellow	Green	2
	Ability to accept praise	Yellow	Green	
	Ability to accept constructive criticism	Red	Yellow	
	Perseverance for tasks they find difficult	Red	Yellow	
	Can recognise when feeling angry or anxious	Red	Green	
Regulating Strong Emotions	Knowledge and use of strategies to help calm down when angry	Red	Green	
	Ability to seek adult help when angry or frustrated	Red	Green	
Managing Challenge, Loss and Bereavement	Can cope with new experience or change	Yellow	Green	3
	Can talk about a loss, change and bereavement	Green	Green	
	Can relate well with a key person in school	Yellow	Green	

To equip our children and families with strategies which enable them to support their own emotional and mental health. This will enable children to overcome this barrier to learning and achievement.

Data pre and post ELSA sessions show an improvement in emotional health skills on RAG rating scale.

To improve the attendance of all children, particularly for our pupils eligible for pupil premium to be in line with non- Pupil Premium pupils and National attendance figures.

2024/25 94.36% attendance for pupils eligible for pupil premium was above national but there was a 3.02% gap to pupils not eligible

Pupils eligible for Pupil Premium are knowing more and remembering more knowledge during pupil discussions as observed by leaders

Observed in lesson observations see monitoring calendar

To enable all of our children to fully access our Edwalton curriculum, including the focus on outdoor learning. In addition, a focus on wider curriculum opportunities to enhance their cultural capital.

Visits and residential are subsidised for pupils facing disadvantage so that no pupil has cost as a barrier.

All Pupils eligible for Pupil Premium attended all school visits and all Pupils eligible for Pupil Premium attended residential visits.

Further information (optional)

From the EEF

