

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Fiddlers Lane Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024, September 2025, September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governors Autumn 2026
Pupil premium lead	Mrs K Forster- Headteacher
Governor / Trustee lead	Dean Khaled- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,820.00
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	£105,820.00

Part A: Pupil premium strategy plan

Statement of intent

At Fiddlers Lane, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and feel successful in their journey through school. We strive to enable the children to feel safe with a focus on their well-being. Our pupil premium strategy supports children in receipt of Pupil Premium to achieve and have a full role in school life.

Quality first teaching is at the heart of our approach, focusing on areas in which children in receipt of Pupil Premium require the most support. We, as a school wish to develop learners who have dreams and aspirations and understand their own role in determining their future destiny. As a school we are charged with preparing children for their next step in life but what we aim to do as a school is prepare children with the skill set to succeed in the future and create the future whatever that may look like –resilience, adaptability, creative thinking, no ceiling on their learning or what they can achieve.

Our approach will be responsive to common challenges and individual needs based upon assessments and professional dialogue with teachers, 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
- close the attainment and progress gap between disadvantaged pupils in school and non-disadvantaged pupils nationally.
- improve the attendance of disadvantaged pupils.

At Fiddlers Lane we have taken an evidence informed approach to our PP strategy plan. Using the EEF 'Guide to the Pupil Premium' we have planned a tiered approach to our PP spending to balance our approach to improving teaching, targeted academic support and wider strategies. We identify key factors and trends in need and identify the strategies we need to put in place. Using the schools Analyse School Performance (ASP) and other sources of data we look for trends in progress and attainment across the group. We

evaluate our current provision on an annual basis and use the findings to decide our priorities and how we are going to meet them by putting in place clear success criteria.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of children enter EYFS with very low language skills, which impacts on speaking and listening, communication and language and reading skills which impacts on all areas of learning.
2	The percentage of pupils expected to achieve reading, writing and maths combined in both key stage one and key stage two is lower than those expected nationally.
3	Persistent Absence is higher in DA pupils than that of Non-DA pupils in school.
4	Many DA pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities
5	Lack of personal aspirations and/or an understanding of career possibilities and future academic opportunities. Low self-esteem and confidence.
6	A significant proportion of pupils struggle to manage their emotions, focus on tasks, and adapt to changing situations. They also have difficulty in building positive relationships and understanding social norms due to SEND and social-emotional barriers, which impacts behaviour and learning outcomes.

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
Continue to raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies. Raise attainment in reading across KS2 by developing pupils' fluency and understanding of language and inference skills.	The % of pupils eligible for PP achieving the expected standard in reading is at least in line with the % for non PP Nationally. The % of pupils eligible for PP passing the phonics screening test in year 1 (and the re-take in Y2) is at least in line with the % for non PP Nationally.

Improve oral language skills of DA pupils starting in EYFS (Reception).	DA pupils in Reception make better than expected progress in Communication and Language and reading by the end of the year.
Raise attainment and progress in writing by ensuring that children have a sound knowledge of spelling, punctuation, vocabulary and grammar upon which they can become independent and expert writers.	The attainment of DA pupils is at least in line with the % for non DA pupils. Where this is not the case, DA pupils make better than expected progress and the gap between them and their peers is closing.
Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build their mathematical knowledge.	The attainment of DA pupils is at least in line with the % for non DA pupils. Where this is not the case, DA pupils make better than expected progress and the gap between them and their peers is closing.
To enable all DA pupils to make better than expected progress in learning through a range of targeted strategies designed to support and increase pace of learning.	DA pupils make better than expected progress.
Increased attendance rates for DA pupils	Persistent absentees among DA pupils decreases and Overall DA pupils' attendance improves.
The attendance of DA pupils at extra-curricular activities is strong.	All DA pupils access at least one extra-curricular club per term.
Disadvantaged pupils are aware of potential career and further education routes.	Disadvantaged children know how to pursue a chosen career path or route, possibly through further education.
Pupils will develop a better understanding of their emotions and learn to manage them constructively using tools and strategies gained to regulate their behaviour and maintain focus. Pupils will develop stronger interpersonal skills and build positive relationships.	There will be a reduction in the number of behaviour incidents and improved attendance rates and punctuality. This will result in improved outcomes and higher engagement scores in classroom participation.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development in the teaching of phonics, reading, spelling, handwriting and writing.	Improving Literacy in Key stage 1 and 2.EEF	1,2,
Staff development linked to the development of oral language and implementing interventions in EYFS and KS1.	Developing Oral Language. EEF. Voice 21	1, 2,
Staff development in the assessment of reading through Ready, Steady, Comprehension	Improving Literacy in Key stage 1 and 2.EEF	1,2,
Non-class based English lead, maths lead and SENDCo to support the development of staff in the teaching of reading, writing, maths and the provision for pupils with SEND.	Improving English in EYFS, Key stage 1 and 2.EEF Improving maths in EYFS, KS1, KS2. EEF	1, 2, 6
Participation in the Maths TT Rock stars online across school.	Improving maths in the Early Years and KS1, EEF. Improving maths in KS2, EEF.	1,2,
Participation in the Literacy Spelling Shed across school.	Improving Literacy in Key Stage 1 and 2, EEF.	1, 2
Staff development in Oracy and using the Oracy toolkit	Improving Oracy: Voice 21	1, 2

Staff development in adaptive teaching with a focus on SEMH	Five a day in Key Stage 1 and 2, EEF	2, 6,
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group school led tuition in writing and reading.	Improving Literacy in Key stage 2 EEF.	2, 3
Delivery of Wellcomm for Reception pupils identified through the assessment as below average.	Developing Oral Language. EEF. Preparing for Literacy EEF.	1
	Research into the '30 Million Word Gap' Vocabulary acquisition vital to raising attainment in reading / comprehension.	
The purchase of RWI and online support to improve children's progress in phonics and reading.	Resource to deliver core subjects at pupils' own ability level, accessible for use in school and at home for EYFS and KS1	1,2, 3

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidising for school visits and visitors – whole school	Enrichment EEF. It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences and therefore academic performance	4,5
Literacy and maths based workshops for parents on phonics, reading with your child and teaching number.	Working with parents to support children's learning EEF. Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of: • Teaching • Targeted Academic Support • Wider Strategies	1, 2,
Curriculum Resources – to enable high quality learning both around school and remotely	Working with parents to support children's learning EEF.	1, 2, 3, 4, 5, 6

Extra-curricular clubs Support DA children's learning through enhancing the quality of the wider curriculum and through the use of specialist staff in extracurricular clubs. . Support the SEMH needs of DA pupils at lunchtimes and afterschool through specialist, targeted clubs.	Enrichment. EEF. Improving social and emotional learning in primary schools. EEF. It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences and therefore academic performance	4,5, 6
Attendance officer role developed to identify and track vulnerable pupils and EWO support bought in. Support families to access early help and intervention in-house. In order to increase attendance to the national figure, improve punctuality and persistent absence of children.	Working with parents to improve children's attendance and subsequently learning EEF. DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10- 15 per cent of all sessions.	3
<i>MAPAS</i> Music and Performing Arts Service weekly tuition for year 4 pupils to raise aspirations and inspire children.	Positive impact of arts engagement <u>Arts engagement +3months</u>	3, 5, 6,

Support parents enabling them to support their children's learning. In effect this will raise aspiration in children and their parents.	Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment	5
Place 2 Be counsellor delivering interventions Lunchtime support to be provided for vulnerable pupils e.g. lunch club Teaching assistants deliver other small group interventions such as friendship groups Senior leaders time supporting classes with behaviour challenges	Behaviour interventions- EEF	3, 5, 6,

Total budgeted cost: £ 106,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

6. Planned Provision and rationale for action 2025- 2026

Impact

Our pupil premium strategy has had a positive impact on outcomes for disadvantaged pupils across the school. The focus on high-quality teaching, targeted interventions, attendance support, enrichment opportunities and pastoral provision has contributed to strong improvements in attainment and achievement.

Reading and Early Reading

Significant improvements were seen in reading outcomes. In Key Stage 2, 76% of pupils achieved the expected standard in reading, exceeding the national figure of 75%. The average scaled score increased to 105.5, demonstrating improved reading fluency and comprehension skills. The school's focus on staff training, assessment development and targeted reading interventions has helped raise standards. Phonics outcomes showed exceptional success, with 100% of Year 1 pupils passing the Phonics Screening Check, representing a substantial improvement from previous years and indicating the effectiveness of early reading provision.

Oracy and Communication

The continued implementation of WellComm, oracy strategies and language-rich teaching approaches has supported improvements in communication and language development. This is reflected in the Early Years outcomes, where 71% of children achieved a Good Level of Development, above previous school performance and broadly in line with national expectations. These outcomes demonstrate that children are entering Key Stage 1 with stronger foundations for learning.

Writing

Writing outcomes continued to improve, with 67% of pupils achieving the expected standard in writing. While slightly below the national figure of 73%, this represents sustained improvement from previous years. Targeted support, staff development and a greater focus on vocabulary, spelling and grammar have contributed to improved attainment and progress across the school.

Mathematics

Mathematics was a particular strength in 2025-2026. Ninety percent of pupils achieved the expected standard, significantly exceeding the national figure of 75%. The average scaled score increased to 106.2 and 29% of pupils achieved the higher standard. Participation in TT Rock Stars, high-quality teaching and targeted support programmes have contributed to these outstanding outcomes. Year 4 Multiplication Tables Check results also improved significantly, with 50% of pupils achieving full marks and an average score of 22.2.

Combined Reading, Writing and Mathematics

The percentage of pupils achieving the expected standard in reading, writing and mathematics combined increased to 67%, exceeding the national figure of 63%. This demonstrates that the school's strategy of improving teaching quality and providing targeted support has successfully raised overall attainment and enabled more pupils to meet age-related expectations.

Attendance and Wider Outcomes

Attendance remained a school priority. Continued monitoring by the attendance officer, support from external agencies and work with families helped improve attendance rates and engagement for disadvantaged pupils. Pupils continued to benefit from subsidised educational visits, enrichment activities, music provision through ALFA, clubs and wider curriculum opportunities, ensuring that disadvantaged pupils were able to participate fully in school life.

Aspirations, Wellbeing and Personal Development

The school's strong pastoral provision, including Place2Be counselling, targeted SEMH interventions and enrichment opportunities, supported pupils' emotional wellbeing and engagement with learning. Pupils benefited from a broad curriculum, extracurricular opportunities and experiences that helped develop confidence, resilience and aspirations for the future.

Overall Impact

The success of the school's work was recognised through the July 2026 Ofsted inspection, which judged the school to be achieving the expected standard across all areas. This, alongside attainment outcomes that are now largely in line with or above national averages, demonstrates the positive impact of the pupil premium strategy and the effectiveness of the support provided for disadvantaged pupils.