



## Pupil premium strategy 25-26

### Awsworth Primary and Nursery School

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

#### School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	B Painter, Headteacher
Pupil premium lead	B Painter, Headteacher
Governor / Trustee lead	Hannah Adkin-Walker, lead for disadvantaged pupils

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75'750
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£75'750</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing and mathematics for disadvantaged pupils: combined R/W/M expected standard latest 3-year average 44% (school); variable subject performance with maths showing underperformance vs national averages. (School data)
2	Early Years Foundation Stage (EYFS) attainment—some children (including disadvantaged) enter school with lower communication, language and early literacy readiness which affects later progress. (School barrier + EEF evidence on EY literacy foundations)
3	Behaviours for learning, aspiration and engagement: some pupils (disadvantaged) have weaker behaviours for learning, lower aspiration and motivation that limit their sustained progress and participation in wider school life. (School barrier + Ofsted commentary re: personal development strengths but behaviours for learning needing work)
4	Poor language skills / oral language development limiting reading comprehension and access to curriculum; Voice 21 work is in place but impact not yet fully realised. High priority to strengthen oracy and vocabulary across school.
5	Growing proportion of disadvantaged pupils with SEND (37% of current PP recipients): needs are complex and require SEND-informed, evidence-based interventions alongside PP strategies.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 93.1-93.9, 1.6-2% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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. Raise combined R/W/M attainment for disadvantaged pupils	By end of academic year (target year +1): % disadvantaged pupils meeting expected standard in combined R/W/M increases from baseline (most-recent school cohort) to at least 60%; three-year trend shows upward trajectory. Disadvantage gap (school disadvantaged vs school non-

	disadvantaged) reduced by at least 10 percentage points from the latest published gap. (Termly tracking; end-of-year SATs/teacher assessment)
2. Improve KS2 mathematics attainment for disadvantaged pupils	By the end of KS2 cohort year: disadvantaged pupils' maths progress indicators show mean progress in line with national expectations; percentage at expected standard in maths increases to at least 65% for disadvantaged pupils (from latest 3-year average 47%), with targeted pupils making measurable progress on bespoke assessments every half term.
3. Improve early years outcomes in communication and early literacy for disadvantaged children	By end of Reception: increase proportion of disadvantaged children achieving GLD (Good Level of Development) in Communication and Literacy strands by 10 percentage points within 2 years; early screening shows improved vocabulary measures and phonological awareness.
4. Improve oral language, vocabulary and classroom talk across school	Disadvantaged pupils identified for oral-language support make +4 to +6 months' accelerated progress (EEF benchmark) in oral language measures within one year; teacher observation and internal oracy framework show increased use of subject-specific vocabulary and higher-quality pupil talk in 75%+ of lessons observed.
5. Reduce barriers from behaviour for learning and increase engagement/aspiration	<ul style="list-style-type: none"> <li>- Reduction in low-level incidents recorded for disadvantaged pupils by 30% year-on-year; increased participation of disadvantaged pupils in clubs, leadership roles and enrichment (e.g., BEST awards nominations); positive responses in pupil voice surveys.</li> </ul>
6. Deliver SEND-sensitive PP provision so that disadvantaged with SEND make progress	<ul style="list-style-type: none"> <li>- For disadvantaged pupils with SEND, individual education plan (IEP) targets show termly progress; annual review indicates appropriate adaptations and measurable progress on personalised outcomes. Percentage making at least expected progress increases year-on-year.</li> </ul>
7. Improve attendance and reduce persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> <li>- Attendance for disadvantaged pupils improves to at least school average; persistent absence among disadvantaged pupils reduces by 50% from current baseline. (Monthly monitoring and termly review)</li> </ul>

## 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: **£10'000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school reading curriculum development: adopt a “Reading House” approach — explicit teaching of vocabulary, comprehension strategies and planned reading for pleasure across the curriculum. Invest in high-quality class reading materials and scheduled daily story time; develop text-rich curriculum links to build background knowledge.	EEF: Reading comprehension strategies (high impact, +7 months) and EEF Guidance/Reading House resources (recommend integrating comprehension instruction with vocabulary and knowledge) — <a href="#">Education Endowment Foundation: Reading comprehension strategies</a> and EEF blog on building background knowledge — <a href="#">EEF blog: Reading comprehension</a>	1, 4
2. Strengthen systematic phonics / early reading implementation across EYFS and KS1; high-quality phonics programme (daily lessons) with fidelity checks, coaching and additional adult-led practice sessions.	EEF Early Literacy guidance & evaluation of phonics programmes (systematic phonics +5 months; Read Write Inc. evaluation) — <a href="#">EEF: Early Literacy</a> and <a href="#">EEF: Read Write Inc. independent evaluation</a>	1, 2, 4
3. CPD and coaching focused on maths teaching sequence and addressing known KS2 weaknesses: subject-specific professional development for teachers, lesson modelling, subject leader release time for curriculum-checks and coaching cycles.	EEF guidance on improving mathematics and importance of high-quality teaching and teacher subject knowledge; EEF small group tuition and implementation guides recommend teacher development to increase impact — <a href="#">EEF: Small group tuition</a> (implementation guidance) and EEF guidance reports on maths (see EEF guidance materials).	1
4. Develop and embed oracy across the curriculum (Voice 21 membership / oracy benchmarks) with whole-staff training, lesson structures for	Voice 21 evidence summary and EEF evidence for oral language interventions (oral language interventions show ~+6 months), and research on oracy benefits — <a href="#">Voice</a>	4

dialogic talk, modelling of sentence stems and assessment of oracy progress.	<a href="#">21: Why Oracy Matters</a> and EEF: Oral language interventions — <a href="#">Education Endowment Foundation: Oral language interventions</a>	
5. Implement regular curriculum QA and subject checks (subject-lead monitoring of “what pupils know and remember”) with targeted support for subjects where knowledge sequences are not yet refined; governor oversight.	EEF School’s Guide to Implementation: emphasises fidelity, monitoring and leader capacity to ensure sustainable adoption of evidence-based methods — <a href="#">EEF: A School’s Guide to Implementation</a>	1, 5

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

Budgeted cost: **£55’000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small-group tuition in maths for targeted KS2 disadvantaged pupils (groups of 2–4) run by trained teacher or experienced TA, aligned to classroom curriculum and with carefully sequenced content and regular assessment. Sessions 2–3x weekly for a term and reviewed.	EEF: Small group tuition (moderate impact, +4 months) and evidence from Tutor Trust/Tutor evaluations showing +3 months in KS2 maths where implemented with fidelity — <a href="#">Education Endowment Foundation: Small group tuition</a> and <a href="#">EEF: Tutor Trust trial summary</a>	1, 6
2. Structured reading/comprehension interventions for identified disadvantaged readers (small groups / 1:1 as required) using validated programmes and structured approaches to teach comprehension strategies and fluency.	EEF: Reading comprehension strategies (+7 months) and evidence that targeted interventions linked to classroom teaching are effective; EEF guidance on KS2 literacy. <a href="#">Education Endowment Foundation: Reading comprehension strategies</a> and EEF Improving Literacy in KS2 guidance.	1, 4
3. Targeted oral language intervention for Reception and KS1 disadvantaged pupils (small group talk-focused sessions, vocabulary teaching, dialogic storytime, and home-language support where relevant).	EEF: Oral language interventions (positive impact, ~+6 months) and EEF Early Literacy guidance emphasising language foundations — <a href="#">Education Endowment Foundation: Oral language interventions</a> and <a href="#">EEF Early Literacy</a>	2, 4

4. Deploy trained TAs to deliver structured, evidence-informed literacy and maths interventions (e.g., structured phonics practice, maths retrieval/fluency sessions) with regular coaching and fidelity checks.	EEF evidence: TAs are more effective when delivering structured interventions and when supported by training and monitoring — <a href="#">EEF: Catch Up Literacy summary and guidance on TA-led structured interventions</a> and Teaching and Learning Toolkit guidance on TA deployment.	1, 2, 6
5. 1:1 or very small-group provision for disadvantaged pupils with SEND where specialist, personalised programmes are required (speech & language targets, precision teaching, or specialist interventions), coordinated by SENDCo.	EEF guidance on Special Educational Needs in mainstream schools and evidence that SEND-specific targeted interventions with specialist input are effective when well-targeted — <a href="#">EEF: Special Educational Needs in Mainstream Schools</a> (see EEF SEND guidance) and sector guidance.	5

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

Budgeted cost: **£15'000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance and parental engagement programme: personalised communications (“nudge” letters/texts), early contact on first day of absence, targeted meetings for families of disadvantaged pupils who are falling behind on attendance; EWO involvement for persistent cases.	EEF Rapid Evidence Assessment on attendance: parental communication and targeted parental engagement show promise (personalised messages and responsive family support) — <a href="#">Education Endowment Foundation: Attendance interventions REA and blog on personalised letters/texts</a> and <a href="#">EEF: Taking a tailored approach to improving attendance</a>	7, 3
2. Breakfast club and targeted free provision for disadvantaged pupils to reduce barriers to attendance and ensure readiness to learn.	EEF attendance REA / Magic Breakfast evaluation shows small positive effects for some groups; meal provision can support attendance and readiness to learn — <a href="#">Education Endowment Foundation: Attendance REA / Magic Breakfast reference</a>	7, 3
3. Social, emotional and behaviour support: targeted SEMH interventions, mentoring,	EEF evidence around mentoring and SEL: mentoring has mixed but potentially positive small effects; SEL	3, 5



restorative approaches and bespoke one-to-one pastoral support for disadvantaged pupils with behaviour-for-learning concerns.	teaching correlates with improvements in behaviour and engagement — <a href="#">Education Endowment Foundation: Attendance REA &amp; Teaching and Learning Toolkit on Social and Emotional Learning / Mentoring</a>	
4. Enrichment and reading-for-pleasure programme: subsidised residential/trips, book club expansion, parental reading workshops and reading champions to embed a reading-for-pleasure culture (whole-school).	EEF and sector guidance emphasise reading enjoyment and parental support as important for literacy development; reading for pleasure is associated with enhanced engagement and attainment — [EEF: Improving Literacy in KS2 guidance and EEF blog resources] (Reading House resources) — <a href="#">EEF: Reading comprehension strategies</a>	1, 3, 4
5. Support for disadvantaged families with complex needs and SEND: multi-agency liaison, bespoke travel/support arrangements, funded resources and adaptations so children with disabilities and SEND access visits and enrichment.	Ofsted comment and EEF guidance on targeted/responsive approaches (attendance and inclusion) + SEND guidance recommend multi-agency and responsive approaches — <a href="#">EEF: Attendance REA / Responsive approaches summary</a>	5, 3

**Total budgeted cost: £80'000**

## Implementation, Monitoring and Evaluation

Implementation plan (summary)

- Term 1: Baseline diagnostics — phonics checks (Reception/KS1), reading fluency inventories, maths gap analysis, attendance baseline and SEND reviews. SLT and governors approve detailed implementation and budgets for the year.
- Term 1–2: CPD programme launched (phonics fidelity, maths subject knowledge, oracy training, TA intervention training). Recruit/appoint any additional TA hours or tutoring partner as approved.
- Term 2–3: Roll-out of small-group tuition blocks (10–12 weeks), oral language groups, and reading-for-pleasure events (book fairs, parent workshops).
- Ongoing: attendance interventions, breakfast club, family engagement and SEMH support implemented; SENDCo-led reviews and personalised plans engage external agencies where necessary.



- Termly reviews: Pupil Premium progress report to governors (include outcomes vs success criteria, RAG-rated implementation fidelity, costs per intervention, adjustments).

## **Monitoring and evaluation**

- Termly pupil-level tracking of academic progress (reading, writing, maths), and termly report of progress for disadvantaged pupils. Use short-term measures (fluency checks, formative assessments) in addition to national/ statutory data.
- Intervention logs with entry/exit criteria and pre/post measures for each pupil in tuition/intervention; fidelity checklists for TAs delivering interventions.
- Oracy and reading-for-pleasure impact measured by classroom observation, speaking/listening rubrics and pupil/parent voice surveys.
- Attendance dashboard monitored weekly; personalised communications recorded; impact of letters/texts measured through attendance change.
- Governor Pupil Premium lead receives termly written report and meets half-termly with SLT for progress review.
- Annual published summary of Pupil Premium strategy outcomes for parents and DfE requirements.

## **Costs and resource considerations (indicative)**

- Staff CPD and release time: budgeted as part of school CPD.
- TA deployment: additional TA hours ring-fenced to deliver small-group tuition and oral language groups.
- Tutoring (if external provider used) — consider small-group tutoring (1:3) for cost-effectiveness (EEF examples show one model at ~£100–£378 per pupil year depending on provider and model); if using internal TAs, costs are staff salary-related.
- Resources: decodable reading books matched to phonics scheme; class reading texts; subscription/membership to Voice 21 or oracy resources; breakfast club costs (food/ staffing).
- Contingency: 5–10% of PP budget set aside for responsive, family-focused support (e.g., to remove barriers to attendance or to fund adaptations for SEND pupils to attend enrichment).

## **Governance and accountability**

- Named Pupil Premium lead (SLT) responsible for day-to-day implementation and termly reporting.
- SENDCo to ensure PP+SEND needs are coordinated and interventions are individualised.
- Pupil Premium link governor to review and challenge impact termly.
- Annual published Pupil Premium statement (website) summarising strategy, spend and measured impact

## Evidence base (key sources cited)

All evidence below is used to inform the approach. Each source name is clickable.

- Education Endowment Foundation (EEF) — Reading comprehension strategies (Teaching and Learning Toolkit): research summary and guidance on comprehension strategies. [Education Endowment Foundation: Reading comprehension strategies](#)
- EEF — Early Literacy / Preparing for Literacy: evidence on phonics, interactive reading and early language foundations. [Education Endowment Foundation: Early Literacy](#)
- EEF — Independent evaluation of Read Write Inc. Phonics (trial findings): evidence for systematic phonics implementation. [EEF: Read Write Inc. independent evaluation](#)
- EEF — Small group tuition (Teaching and Learning Toolkit): evidence that small-group tuition can add months of progress and guidance on implementation. [Education Endowment Foundation: Small group tuition](#)
- EEF — Catch Up Literacy & TA-delivered structured interventions: evidence that TAs are effective when delivering structured interventions with training. [Education Endowment Foundation: Catch Up Literacy summary](#)
- EEF — Oral language interventions (Teaching and Learning Toolkit): evidence that oral language approaches have positive impact at low cost. [Education Endowment Foundation: Oral language interventions](#)
- Voice 21 — Oracy evidence and resources: evidence and practical advice for whole-school oracy implementation and impact on disadvantaged pupils. [Voice 21: Why Oracy Matters](#)
- EEF — Attendance interventions rapid evidence assessment and guidance on parental engagement and targeted approaches to improve attendance. [Education Endowment Foundation: New evidence review on personalised letters/texts and attendance](#) and [EEF: Taking a tailored approach to improving attendance](#)
- EEF — Implementation guidance: A School's Guide to Implementation (practical guidance on fidelity, monitoring and scaling evidence-based approaches). [Education Endowment Foundation: A School's Guide to Implementation](#)
- (DfE policy context) DfE guidance on the Pupil Premium and schools' responsibilities to publish strategy and use funding to close gaps; the school's approach follows the DfE/EEF "menu of approaches" (high-quality teaching; targeted academic support; wider strategies). [Department for Education: Pupil premium](#)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrated that;

- EYFS – Only 50% of disadvantaged pupils achieved a good level of development. This was 2 of 4 pupils.
- Phonics – Disadvantaged pupils were in line with LA and national expectations. The gap between non-disadvantaged has reduced to 23% from 38% the previous year.
- KS1
  - o Reading – 60% disadvantaged achieved expected standard. All pupils achieved 67%. Gap has been reduced.
  - o Writing – 34% disadvantaged achieved expected. All pupils 52%
  - o Maths – 60% disadvantaged achieved expected. 61% expected for all. No gap between disadvantaged and non.
- KS2
  - o GPS – 64% disadvantaged compared to non 67%
  - o Reading – 80% disadvantaged compared to 69% for non.
  - o Maths – 40% disadvantaged compared to 58%.

On the whole disadvantaged pupils achieved well and the gap is very narrow, particular in GPS and Reading. The gap in phonics is still being addressed since introducing our phonics scheme back in 2022.

Maths is a concerning trend in KS2. This is being addressed through a new maths program of work and associated interventions.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that;

- Attendance
  - o Whole school attendance shows a 0.6 gap between disadvantaged and non-disadvantaged for 2023/24 year.
- Behaviour
  - o Suspensions – 0.3% compared to 0% disadvantaged.
- Enrichment and wellbeing

- 92% disadvantaged pupils participated in extra curricular activities including representing the schools at district events.
- 89% pupil premium attended the schools residentials. (Some FSM in Year 1)

Based on all the information above, the performance of our disadvantaged pupils partially met expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the targeted interventions in reading and phonics continue to make an impact narrowing, and in some cases disadvantaged pupils are outperforming non-disadvantaged.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Multiplication learning	TTRS (Times Table Rockstars)
Oracy Framework	Voice 21
Attendance Framework	ATTEND – Notts CC
Synthetic Phonics	Twinkle
Reading Intervention	Switch-On

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.