

Pupil premium strategy statement – Poplar Street Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	H. Fletcher
Pupil premium lead	H.Fletcher
Governor / Trustee lead	K.Evers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,065.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£262,065.00

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. Our ongoing approach will be tailored, targeted and personalised based on the challenges and barriers our children need support to overcome.

High-quality teaching is at the heart of our approach. 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.

Our strategy is also integral to wider school plans and our approach will be responsive to common challenges and individual needs based on a sound understanding of what these needs are. We will focus on the development of the 'whole child' in order to give the best possible conditions for learning and achieving .

What are the key principles of your strategy plan?

- Evidence-led: select approaches supported by high-quality research (particularly EEF guidance and trials).
- Start with high-quality teaching: strengthen curriculum sequencing, explicit instruction, vocabulary and reading comprehension across subjects
- Targeted, diagnostic support: use assessments to identify gaps (phonics, fluency, vocabulary, maths reasoning) and match intensity (1:1, small group) to need
- SEMH & attendance as foundations: invest in timely pastoral support, family engagement and targeted attendance work so pupils are able to benefit from teaching
- Monitor impact and implementation: define success criteria, track both outcome and fidelity measures, and adapt provision accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality – Pupil Premium pupils' attendance is lower than non-pupil premium children. This impacts on learning, access to the curriculum and performance.

2	Social and Emotional Mental Health – This can impact on performance and progress at school and the child's wider learning experiences
3	Communication and language needs – A significant proportion of pupil premium pupils start school below the expected standard for 'Communication and Language' and this impacts on many areas of the curriculum including speaking and listening
4	Lack of a broad range of experience and use of vocabulary – This can mean that writing is a barrier for many pupil premium pupils
5	Reading and Phonics – School data indicates that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Maths skills – Underdeveloped skills in arithmetic and number facts prevent some Pupil Premium children achieving age related expectations. This has been exacerbated by the pandemic.

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 attendance for all pupils especially our disadvantaged pupils who are persistently absent.	A reduction in the gap between disadvantaged and non-disadvantaged pupils. A reduction in the number of persistently absent pupils.
To continue to support the children with Social, Emotional and Mental health to enable them to make progress	Children with SEMH needs make good progress in their learning, engage in lessons and attain in line with age related expectations unless there is a contributing special educational need.
To improve the speech, language and communication skills of our disadvantaged pupils.	- The gap between Pupil Premium and non Pupil premium will decrease in the area of Communication and Language - Children in EYFS make progress in the area of C&L from their individual starting point
Reading outcomes (attainment and progress) will improve or pupil premium children	- Data shows that all PP children show good progress from their individual starting point in reading - The gap in reading between PP and non PP will decrease
Improve attainment of our disadvantaged pupils so they have caught up with their non disadvantaged peers by the end of KS2	By the end of KS2, the gap between outcomes in maths for disadvantaged pupils is narrowed.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Numbers count training and program implement</i>	National Centre for Excellence in the Teaching of Mathematics: Maths Guidance KS1 & 2 (.gov.uk) EEF guide to pupil premium	6
<i>Whole class reading approach Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts</i>	EEF Teaching and Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months Our cumulative results in the phonic check in 2022	3/4/5
<i>Read, Write Inc phonics program A consistent approach to teaching phonics</i>	EEF early years Toolkit show early literacy approaches have +4 months impact	4/5
<i>Whole school Writing training - BCEd</i>	Writing is a focus area and we are endeavouring to provide whole school writing training to ensure that staff are highly confident in the teaching of quality writing and in improving attainment and progress for all groups across school	3/4/5
<i>Team teach – identified staff</i>	EEF Guide to Pupil Premium Behaviour interventions are embedded to ensure standards remain high throughout and ensure that the school environment is calm with low levels of disruptive or unacceptable behaviour.	2
<i>Subject leader release time for CPD and tailored training -All staff/all subjects</i>	Investing in CPD has allowed subject leaders to be knowledgeable and passionate about their subject, to drive the teaching and learning of their subject across school	All
<i>Century – a digital platform for homework which is also used by</i>	EEF Teaching and Learning Toolkit show that homework can have an impact of +3 months in primary schools	5/6

<i>our local secondary school helping to make a smoother transition and prepare our pupils once they move on to KS3</i>	and the use of digital platforms can increase this to +6 months.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm for all pupils in EYFS	Oral language interventions / Toolkit Strand / Education Endowment Foundation /EEF	3
Speech and language programmes Y1 – Y6	Oral language interventions / Toolkit Strand / Education Endowment Foundation /EEF	2/4
Additional TA hours to support delivery of interventions	Targeted interventions are resources to meet the specific need of disadvantaged pupils -EEF guide to pupil premium	2/3/5/6
Set up base for targeted intervention for children requiring tailored learning programmes specifically for those with SEND	EEF Guide to Pupil Premium Small group tuition as well as focussing on tailored programmes particularly for those children with additional and different needs, is known to have positive impact on the children involved not just academically but socially and emotionally too.	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist (2 days per week)	EEF Social and Emotional Learning Education Endowment Fund	2
1:1 Counselling	EEF Social and Emotional Learning Education Endowment Fund	1/2
Rewards, certificates, trips to celebrate good attendance	Improving School Attendance – DFE	1
Breakfast Care Club (Pit Stop) Free breakfast club for PP pupils	This is to support families around work schedules and to reduce lateness and increase attendance	½
Robinwood Residential	Children in KS 2 receive a highly subsidized experience which is focussed on building children resilience, strength of character and improves their self esteem and exposes them to a range of activities they wouldn't normally have access to.	4
PP children provide with enriching experience and opportunities that impact on cultural deficit, wellbeing and all areas of learning in particular enhancing speech and writing	Children's wider experience and opportunities provided by school in order to address the cultural deficit they experience and also support both socially and emotionally. This develop overall understanding, wider vocabulary, understand when reading and writing.	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025-26, disadvantaged pupils continued to benefit from strong pastoral support, high-quality inclusion and targeted academic intervention. Leaders maintained a clear focus on reducing barriers to learning through adaptive teaching, attendance support, intervention programmes and enrichment opportunities. School self-evaluation indicates that disadvantaged pupils, including those with SEND, generally made good progress from their starting points despite some attainment gaps remaining at the end of Key Stage 2.

Attendance and Persistent Absence

Attendance remained a strength of the school and was above comparable-school averages. Poplar Street attendance was 94% and above National attendance which was at 93%. When you consider deprivation factors and the IDACI index our attendance is 0.3% higher than the expected. Leaders used detailed attendance analysis, early intervention and strong relationships with families to improve attendance and reduce barriers to learning. Although disadvantaged pupils' attendance improved, they remain disproportionately represented within the persistent absence cohort. Attendance of our persistently absentees was at 15.7% which was still below the national figure of 18.66%. Further work with identified families will continue during the next strategy period.

Social, Emotional and Mental Health

Pupil Premium funding enabled disadvantaged pupils to access a broad range of enrichment activities, educational visits, sporting opportunities, leadership roles and well-being support. Pastoral provision, counselling, play therapy and targeted SEMH interventions had a positive impact on pupils' confidence, engagement and readiness to learn. Leaders' monitoring indicates that disadvantaged pupils participate fully in school life and benefit from the school's highly inclusive approach. Around 1/3 of enrichment activities are attended by pupils who are in receipt/eligible for Pupil premium.

Communication and Language

Early Years outcomes remained a strength of the school. Our GLD was at 74% and increase of 2% on the previous year and significantly over the national figure of 68%. A language-rich environment, high-quality adult interactions and targeted support enabled disadvantaged pupils to make strong progress in communication and language. WellComm screening and speech and language interventions supported early identification of need and ensured pupils accessed appropriate support. Within the 2025/26 cohort, 17 pupils, 31% are Disadvantaged and out of these, 71% achieved the GLD.

Leaders recognise that due to the low starting point for many of our pupils, further development of oracy across the whole curriculum will strengthen outcomes for all pupils, particularly those who are disadvantaged.

Reading

The continued implementation of structured phonics and reading approaches contributed to improving outcomes in early reading. Phonics outcomes continued to improve and disadvantaged pupils accessed targeted support through intervention programmes and additional reading opportunities. 2026 Phonic screening data showed that 57% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 26%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 59% of disadvantaged pupils (36/61) have achieved the expected standard.

Internal assessment information showed that attainment at KS2 remains below the school's ambitious targets and continues to be a focus for improvement.

Writing

Targeted support and vocabulary-rich curriculum experiences supported improvements in pupils' writing development. Teachers placed an increased emphasis on vocabulary throughout both English and topic based learning. Outcomes in KS2 writing were at 71% which was broadly in line with the national figure of 73%. However, attainment in writing at the end of KS2 still remains an area for further development. 63% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally therefore this remains a key priority within the School Development Plan.

Mathematics

Disadvantaged pupils benefited from targeted mathematics interventions, arithmetic support and teacher development activities. Most pupils made expected progress from their starting points. Internal evaluation identified mathematics attainment, particularly at Key Stage 2, as an area requiring further improvement. KS2 mathematics outcomes were 67%, which is 8 percentage points below the national figure of 75%. The outcomes for disadvantaged pupils showed that 60% of Disadvantaged pupils achieved the expected standard compared to National Disadvantaged at 64%. Consequently, raising attainment in mathematics forms a major priority within the 2026-27 School Development Plan.

SEND and Inclusion

Inclusion remains a significant strength of the school. Disadvantaged pupils with SEND were identified quickly and supported through strong graduated approaches, targeted

intervention and effective multi-agency working. Further work in adaptive teaching and inclusive classroom practice will strengthen this provision further.

Overall Evaluation

The strategy has had a positive impact on attendance, inclusion, personal development, early language development and pupil wellbeing. Strong systems for identifying and supporting disadvantaged pupils have ensured that most pupils made good progress from their starting points. Leaders have accurately identified that the next phase of improvement should focus on:

- Raising attainment in reading, writing and mathematics at the end of Key Stage 2.
- Further embedding high-quality adaptive teaching across all classes.
- Developing a consistent whole-school approach to oracy and vocabulary development.
- Continuing to reduce persistent absence among disadvantaged pupils.

Externally provided programmes

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

Programme	Provider
Time Table Rockstars	Maths Circle
Read, Write Inc	Oxford University Press
Reading Plus	Reading Solutions UK
Lexia Core 5	Lexia Learning
White Rose Maths	White Rose
Power Maths	Pearson
Clicker	Crick Software
Well Comm	GL Assessment