

Old Fletton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. We believe that this funding has maximum impact when closely aligned to school improvement priorities.

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

School overview

| Detail | Data |
|--|---|
| School name | Old Fletton Primary School |
| Number of pupils in school | 409 exc nursery |
| Proportion (%) of pupil premium eligible pupils | 39 (160 pupils) |
| 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 first published | September 2023 |
| Dates it has been updated | September 2024, September 2025 |
| Date on which it will be next reviewed | September 2026 |
| Statement authorised by | STAR committee |
| Pupil premium lead | Sarah Levy |
| Governor / Trustee lead | Pippa Wilson |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £224,220 (https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £224,220 |

Part A: Pupil premium strategy plan

Statement of intent

At Old Fletton Primary School, our Pupil Premium strategy is a cornerstone of our inclusion framework. We are a “caring community, serious about learning,” and we believe that disadvantage should never determine destiny.

Our approach recognises that disadvantage often overlaps with additional needs, including SEND, language barriers, and social vulnerability. We therefore view the Pupil Premium not as a separate fund but as a driver for equity, belonging, and access across our curriculum and wider school life.

Our inclusive use of the Pupil Premium aims to:

1. Ensure every child experiences high-quality, inclusive teaching rooted in our SHINE principles.
2. Identify and respond swiftly to barriers—academic, social, emotional, or environmental—so that all pupils keep up.
3. Enable full participation in our cultural capital and enrichment offer, so that no child is a passenger in their own education.

Funding is deployed through three inclusion-driven strands:

1. **Inclusive Teaching:** professional development, instructional coaching, and curriculum adaptation that raise expectations for all.
2. **Targeted Support:** precise, short-term interventions that build independence rather than dependency.
3. **Wider Inclusion:** attendance, wellbeing, enrichment, and family engagement work that strengthens belonging.

We evaluate our impact through multiple lenses: attainment, progress, engagement, attendance, and pupil voice—asking not only “What have pupils achieved?” but also “Do they feel they belong, participate, and flourish?”

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low attainment on entry into Reception |
| 2 | Achievement in the combined measure is lower in comparison to non-PP children. |
| 3 | Pupils not consistently demonstrating adequate learning behaviours. |
| 4 | 21% of PP children have SEND as an additional barrier and 25% of PP children have significant additional vulnerabilities involving other agencies. The large numbers of pupils in school with high level SEND inhibiting catch-up provision for older children. |
| 5 | The number of pupils achieving greater depth standard in mathematics at the end of KS2 |

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 attainment and progress in reading across the school. | <ul style="list-style-type: none">• Full fidelity to the Read Write Inc phonics programme.• Read Write Inc materials purchased for homework in Reception and Year 1.• Accelerated Reader used for reading homework and monitoring comprehension skills.• Enhanced reading opportunities in humanities curriculum in KS2 through the Opening Worlds materials.• Targeted PiXL therapies **(SDP LINK 2025/6)** |

| | |
|--|---|
| <p>2. Narrow the attainment gap in reading and maths across all year groups.</p> | <ul style="list-style-type: none"> • Question level analysis of PiXL papers. **<i>(SDP LINK 2025/6)</i>** • Increased use and monitoring of Accelerated Reader. • The use of Read Write Inc in Reception and Years 1 & 2 (and Year 3 as required). • Guided reading sessions in KS2 planned for key skills and question types. • The use of Numbots and TTRS for personalised homework opportunities. • Gain curriculum time through English lessons rather than separate Reading and Writing. • Increase expectation for children to read and work for longer independently. **<i>(SDP LINK 2025/6)</i> - noticed in monitoring Autumn 2025** |
| <p>3. To secure better learning behaviours and consistent expectations.</p> | <ul style="list-style-type: none"> • Direct instruction & Old Fletton toolkit used as primary delivery method. **<i>(SDP LINK 2025/6)</i>** • A silent schools approach in the classroom. • Coaching from senior leaders on lesson delivery. • CPD offered through Tom Sherrington's Walk Thrus. • Rosenshines Principles guide teacher pedagogy. • Ensuring a full curriculum offer: no narrowing. • Clear classroom expectations for all classes • Investing in calm classroom approach **<i>(SDP LINK 2025/6)</i>** |
| <p>4. Children with barriers have their needs met.</p> | <ul style="list-style-type: none"> • Collaborative working with Pupil Premium Champion and attendance lead. • SENDCo aware of children with pupil premium and prioritises their assessments. • Additional vulnerabilities are noted and supports put in place. • Wider experiences are supported and particular family challenges are overcome. |

Activity in this academic year (2025-2026)

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To continue to fully resource and implement Read Write Inc including providing all the necessary training to all staff delivering the sessions.</p> | <ul style="list-style-type: none"> • Following a historic visit to Newham by two members of staff to see Read Write Inc in action it was deemed appropriate for our children. • Data from a neighbouring primary school demonstrated stronger outcomes than ours even though a similar catchment. • Working with the Literacy Hub means less of an impact financially and access to significant expertise. • Local authority evidence suggests Read Write Inc schools in the city are achieving well and providing good quality provision. • To enable consistency in delivery of phonics teaching with the use of high quality resources. • EEF research shows synthetic phonics programmes have an impact of +5 months. • Outcomes continue to show strong outcomes year on year since launch | <p>1</p> |

| | | |
|---|---|------------------|
| <p>To reinvest in the Accelerated Reader Scheme.</p> | <ul style="list-style-type: none"> • Students enjoy real books yet still have the rigour of assessments and tracking. • The Education Endowment Foundation identifies reading comprehension strategies as having +6 months' progress for disadvantaged pupils. • AR supports independent reading and comprehension through regular assessment (STAR tests) and adaptive book-level recommendations. • National Foundation for Educational Research, 2018 found that pupils using AR made significant gains in reading age compared to control groups, especially when reading is timetabled daily. | <p>2</p> |
| <p>To continue to subscribe to Numbots ,Timetable Rockstars & Number Sense</p> | <ul style="list-style-type: none"> • To provide high quality learning opportunities in maths at home at a personal level. • EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months. • EEF's Mathematics Mastery and Digital Technology reports indicate that well-implemented maths fluency programmes can yield +4 months' progress. • Retrieval practice and spaced repetition are research-backed strategies for embedding number facts into long-term memory. | <p>2</p> |
| <p>Purchase Rosenshine's principles for all teaching staff.</p> | <ul style="list-style-type: none"> • Ofsted The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. • The EEF guide to The Pupil Premium states quality first teaching and professional development should be a priority as their first tier approach. • The EEF's Effective Professional Development (2021) guidance highlights that instructional coaching is one of the most effective forms of CPD, improving pupil outcomes through better teaching quality. • Direct Instruction is an evidence-informed approach shown to have high impact (+5 months) on progress when used to ensure explicit, well-sequenced teaching of key knowledge and skills | <p>3</p> |
| <p>Invest in online CPD Walk Thrus for all staff to access including the books.</p> | | |
| <p>Deliver quality first teaching CPD as part of regular staff meetings. **SDP LINK 2025/6**</p> | | |
| <p>Release core subject leaders to monitor the delivery.</p> | | |
| <p>Head and Deputy to carry out drop-ins to ensure high quality consistent approach.</p> | | |
| <p>To invest time in coaching **SDP LINK 2025/6**</p> | | |
| <p>Review each element of the English curriculum identifying cross curricular elements to increase curriculum time.</p> | <p>https://www.theconfidentteacher.com/2022/09/developing-skilled-readers-knowledge-strategy/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The above research is clear that the teaching of reading is complex and requires a curriculum that enables students to have the time to practice skills and strategies and question types, but not at the expense of experiencing longer, quality challenging texts that will enable them to have a greater background knowledge of content and story structures and themes.</p> | <p>1 & 2</p> |

| | | |
|---|---|------------------|
| <p>Use PiXL, assessment cycles, and interventions alongside the high quality training offer.</p> <ul style="list-style-type: none"> • **SDP LINK 2025/6** | <ul style="list-style-type: none"> • PiXL draws on diagnostic assessment, data-driven intervention, and metacognitive strategies— all highlighted by the EEF as having moderate to high impact. • Schools using PiXL frameworks have reported sustained improvements in attainment and closing of gaps for disadvantaged learners. • 3 of the top performing schools in the city use PiXL as part of their offer - securing outcome s significantly above national in all areas. | <p>2 & 5</p> |
|---|---|------------------|

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employing additional support staff to enable every child to be heard read every day. | <ul style="list-style-type: none"> • Learning from the Ofsted paper “Reading by 6, How the best schools do it”. Having visited Broadford Primary School and hearing from Grange Park Primary School who have successful reading data their message is that every child should be heard reading every day. | <p>1</p> |
| To continue to Invest in Read Write Inc phonics. | <ul style="list-style-type: none"> • To use Read Write Inc tutoring to target children who are below expected standard. • EEF research shows synthetic phonics programmes have an impact of +5 months. | <p>2</p> |
| To continue to subscribe to TTRs, Number Sense and Numbots | <ul style="list-style-type: none"> • To provide high quality learning opportunities in maths at home at a personal level. • EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months. | <p>2</p> |
| Continue to use Support For Learning, a specialised company in assessing students’ cognitive ability. | <ul style="list-style-type: none"> • To have a clear and transparent method for identifying underperformance compared to age related expectations, eliminating the question of cognitive ability or low expectations of the teacher in class and ensuring the Hattie effect size of 0.77 (interventions for students with learning needs). | <p>4</p> |
| To use GL Assessments in Years 3-6 to ascertain underlying cognitive ability. | | |
| To have support staff available to deliver necessary interventions supported by the SENCO. | <ul style="list-style-type: none"> • Following EEF guidance on best practice using a highly experienced and qualified member of teaching staff to lead the interventions delivered by support staff. • Ensuring 0.77 effect size for interventions for students with learning needs. | <p>4</p> |
| To invest in the PiXL materials and training to ensure targeted intervention support | <ul style="list-style-type: none"> • PiXL draws on diagnostic assessment, data-driven intervention, and metacognitive strategies— all highlighted by the EEF as having moderate to high impact. • Schools using PiXL frameworks have reported sustained improvements in attainment and closing of gaps for disadvantaged learners. • 3 of the top performing schools in the city use PiXL as part of their offer - securing outcome s significantly above national in all areas. | <p>5</p> |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To have a member of staff available for families with regard to attendance and support them to overcome barriers. | <ul style="list-style-type: none"> • Early intervention with attendance secures better outcomes as does working closely with families. • Nationally attendance has dropped since Covid and although we are slightly better we are not complacent. • Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school. • Parental involvement has an effect size of 0.5. • EEF research shows parental engagement has a positive impact of +4 months. | 4 |
| Have a budget available to meet individual needs required. | | |
| Provide SENDco time for families by having a non class based role. | | |
| Increase SENCO support due to high number of needs | | |

Total budgeted cost: £224,220

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.

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| <p>Reading outcomes in Y6 73% of all pupils achieved age related expectations compared to a national figure of 74%. 60% of pupil premium children achieved age related compared to 85% of non-pupil premium children.</p> <p>Writing outcomes in Y6 70% of all pupils achieved age related expectations compared to a national figure of 72%. 56% of pupil premium children achieved age related compared to 82% of non-pupil premium children.</p> <p>Mathematics outcomes in Y6 80% of all pupils achieved age related expectations compared to a national figure of 73%. 68% of pupil premium children achieved age related compared to 91% of non-pupil premium children.</p> <p>Phonics 78% of all Y1 pupils passed the Phonics screen. 73% of pupil premium children passed compared to 80% of non-pupil premium children.</p> <p>Wider curriculum We prioritised broadening our humanities curriculum through the use of Opening Worlds to increase pupils subject knowledge, cultural capital and access to quality reading materials.</p> <p>Support for families We have been able to support many families in crisis. This has varied from managing their children's behaviour, financial struggles, housing problems and mental health needs.</p> |
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|--------------|
| Numbots | Maths Circle |

| | |
|---------------------------|--------------------------------|
| Accelerated Reader | Renaissance Learning |
| Read Write Inc. | Ruth Miskin Training |
| Opening Worlds Curriculum | Haringey Education Partnership |
| GL Assessments | Renaissance Company |
| STEPS | Cambridgeshire County Council |
| TTRs | Maths Circle |
| Number Sense | Oxford University Press |

Service pupil premium funding (not applicable)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---------|---------|
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