



PUPIL PREMIUM STRATEGY STATEMENT 2025/26

**Pupil Premium Governor: Zahreen Asghar
Pupil Premium Lead: Afzal Hussain**

Pupil premium strategy statement

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	419
Proportion (%) of pupil premium eligible pupils	58.5% (245 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rizvana Darr
Pupil premium lead	Afzal Hussain
Governor / Trustee lead	Zahreen Asghar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£371,175

Part A: Pupil premium strategy plan

Statement of intent

At Adderley Primary School, our aim is that every child—regardless of background, disadvantage, or the challenges they face—makes strong progress and achieves well across the curriculum. Given the high levels of deprivation and significant pupil mobility within our community, our Pupil Premium strategy is specifically designed to target and support disadvantaged pupils so they can thrive academically and personally, including those who are already working at higher levels.

We recognise the wide-ranging and often complex barriers faced by vulnerable pupils, both in school and at home. While our approach supports all children, our priority is to ensure that disadvantaged pupils receive the targeted provision they need to overcome these challenges.

High-quality teaching underpins everything we do. We know that excellent classroom practice has the greatest impact on closing the attainment gap. Our strategy ensures that disadvantaged pupils receive additional and timely support where needed, through:

- Focused classroom support and tailored resources
- Precise feedback and next steps
- Targeted interventions as required
- Ongoing encouragement and guidance during learning tasks

Our Pupil Premium strategy is closely aligned with our wider school priorities, including improvements in writing and achieving Greater Depth in both English and maths. We will also give greater attention to pupils' well-being, behaviour, memory, retrieval, and sustained concentration skills.

We recognise that pupil mobility and persistent absence remain challenges for some families in our school community, with some of these trends continuing since the pandemic, mirroring national patterns. Supporting attendance and stability is therefore a key part of our strategy.

Our approach is deliberately responsive - driven by teachers' assessments and observations rather than assumptions about disadvantage. We will:

- Ensure that all pupils, including those who are disadvantaged, are given appropriate challenge in their learning
- Intervene early as soon as need is identified
- Embed a whole-school responsibility where every member of staff is committed to raising outcomes and expectations for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1 Early language delay in EYFS	Many children join EYFS with speech, language and listening skills that are significantly below age-related expectations. Limited early language development affects their ability to hear and distinguish sounds when practising blending and segmenting, which in turn impacts early reading and fluency.
2 High pupil mobility due to temporary housing	Frequent movement in and out of the area, often linked to temporary accommodation, results in high pupil mobility. A significant number of disadvantaged pupils live outside the immediate school community and do not always join at the usual starting point in Reception. Some arrive later in Key Stage 1 or 2.
3 New arrivals with complex needs	A high number of pupils enter the school from other countries and are new to both the education system and the English language. Many present with complex learning needs, including limited language development, which affects their ability to access the curriculum and develop independent learning skills.
4 High deprivation and limited enrichment opportunities	The school is located in an area of significant social and economic deprivation. The disparity between disadvantaged pupils and their peers is substantial, and there are few opportunities for ongoing enrichment within the local community.
5 Attendance remains a key focus	Attendance data shows that continued work with families is essential to tackle regular absence and increase overall attendance levels. Reducing persistent absence remains a priority to ensure all pupils can access the full curriculum offer.

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
<p>Improve writing progress and outcomes for all and especially for key cohorts as outlined in the DfE Writing Framework.</p>	<p>Internal and external data will demonstrate a narrowing of the attainment gap between disadvantaged (PP) pupils and their non-PP peers. This improvement will be evident across reading, writing, and mathematics, with particular emphasis on writing transcription skills, including spelling, handwriting, and the accurate application of grammar and punctuation. Over time, pupils will show increased fluency and independence in writing, reflecting their growing ability to encode and organise their ideas effectively. Regular formative and summative assessments will track progress, ensuring that targeted support and interventions continue to address specific gaps in pupils' knowledge and skills.</p>
<p>Increased vocabulary and improved oracy skills/ Communication and Language.</p>	<p>PP pupils in KS2 will access higher-tier vocabulary through Voice 21. This enriched language will be reflected in their written work. PP pupils will apply vocabulary taught in class in both their spoken language and writing, supported by the Oracy Framework. Assessments in both KS1 and KS2 will demonstrate improved skills over time. PP pupils in EYFS will be supported to use a wider range of vocabulary when describing their activities, with a strong emphasis on oracy and high-quality interactions throughout the school day.</p>
<p>Emotional health and well-being of pupils is well supported.</p>	<p>Fewer behaviour incidents involving PP pupils will be recorded, with low-level disruption minimised and engagement in learning increased. The Pastoral Team will support pupil wellbeing through targeted interventions, helping children develop an emotional toolkit, manage anxiety, and know who to turn to for support. This will improve resilience, confidence, and readiness to learn.</p>
<p>Continue to improve and sustain attendance for all pupils, particularly disadvantaged pupils. Continue to reduce persistence absence.</p>	<p>Internal data will show a reduction in persistent absenteeism among targeted pupils and a continued improvement in overall attendance for disadvantaged children, aiming to bring their attendance in line with national averages. Interventions will be led by the Attendance Team, including targeted support for families and individual pupils to address barriers to regular attendance.</p>

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: £229,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Staffing/Provision		
Assistant Head Teacher £48,713	Research shows that targeted leadership in English, EAL, and Oracy improves language acquisition, reading outcomes, and communication skills for disadvantaged pupils, particularly when approaches are consistently implemented across the school.	1, 2, 3 & 4
SEND Lead £32,900	Strong leadership of SEND provision ensures that pupils with additional needs receive targeted support and interventions, which research demonstrates leads to improved academic progress and inclusion for disadvantaged learners.	1, 2, 3, & 4
EYFS Teaching Assistant £27,720	On entry to Reception, most pupils have low Language and Communication skills. Due to poor socio-economic and disadvantaged circumstances, pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that typical Reception pupils have. High-quality support from EYFS teaching assistants has been shown to accelerate early language, literacy, and numeracy development, particularly for disadvantaged pupils, by enabling focused small-group and one-to-one interventions.	1, 2, 3, & 4
Teaching Assistant Y1 £28,675	Teaching assistants in Year 1 provide targeted support in early reading, writing, and maths, which research indicates helps to close gaps in attainment for disadvantaged pupils and reinforces learning within the classroom. Delivering intervention programmes for phonics/reading and maths to ensure pupils make rapid progress and achieve their end of year targets.	1, 2, 3, & 4
Teaching Assistant Y5 £25,575	Year 5 teaching assistants provide focused support in core subjects, enabling disadvantaged pupils to consolidate skills, access the curriculum confidently, and make accelerated progress, particularly in preparation for end-of-key-stage assessments.	2, 3, 4
Teaching Assistant Y6 £30,023	Year 6 teaching assistants deliver targeted interventions and in-class support, which research shows can significantly improve attainment and confidence for disadvantaged pupils, helping them achieve expected outcomes in reading, writing, and maths before transition to secondary school.	2, 3, 4

	To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations. Planning, delivering, and assessing intervention programmes in reading, writing, mathematics and SPAG.	
Teaching Assistant /Librarian £26,924	A dedicated librarian promotes reading engagement and access to high-quality texts, which research demonstrates supports literacy development, vocabulary growth, and wider academic achievement, particularly for disadvantaged pupils.	1, 2, 3 & 4
School Development & Staff PD		
Pupil Progress Meetings £4,370	Teachers to be involved in discussion with senior leaders related to pupils' attainment and progress and individual targets, also to review barriers to learning, provision and interventions. Providing cover for staff to attend Pupil Progress Meetings ensures that teachers can engage in collaborative data analysis and targeted planning, which research shows is effective in identifying gaps and accelerating progress for disadvantaged pupils.	1, 2, 3, 4 & 5
Leadership Training from Consultant £4,600	Leadership training from an experienced consultant equips school leaders with evidence-based strategies to improve teaching and learning, which research indicates can enhance outcomes for disadvantaged pupils by strengthening whole-school practice and targeted interventions.	1, 2, 3, 4 & 5

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

Budgeted cost: £65,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND support – Teaching Assistant £25,253	Teaching assistants providing SEND support deliver targeted interventions and personalised learning, which research shows can significantly improve progress and inclusion for disadvantaged pupils with additional needs. Targeted phonics sessions in place for lowest 20% in Year 1 and Year 2 to ensure rapid catch up.	1, 2, 3 & 4
Learning Mentor £37,134	Learning mentors provide emotional, social, and behavioural support, which research demonstrates helps disadvantaged pupils overcome barriers to learning, improves engagement, and positively impacts academic progress. Work with families to improve pupil attendance and reduce rate of absence.	1, 2, 3, 4 & 5
Educational Psychologist £2,722	Educational psychologists provide specialist assessment and guidance, which research shows enables schools to implement evidence-based interventions that improve learning outcomes and well-being for disadvantaged pupils with additional needs.	1, 2, 3 & 4

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

Budgeted cost: £76,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club supported by Magic Breakfast £1,250	Food deprivation is high and the school provides free breakfast to all PP pupils. Research shows hungry children do not perform as well. Free breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration. Breakfast Club analyses from previous years demonstrate improved outcomes for disadvantaged pupils. Pupil attitude is positive to school and life, improved attendance because of reduced illness due to a healthy diet and exercise.	4 & 5
School Nurse £38,631	Evidence from previous provision suggests that improved pupil health, results in reducing the achievement gap. Also, there is improved attendance because of reduced illness.	4 & 5
Part-time Sports Coach £20,381	A part-time sports coach promotes physical activity and engagement, which research indicates supports pupil well-being, concentration, and motivation, all of which contribute to improved academic outcomes for disadvantaged pupils.	1, 2, 3, 4 & 5
Rewards and incentives for improved attendance to school. £500	Implementing a system of rewards and incentives for attendance has been shown to motivate pupils and families, leading to higher attendance rates, reduced persistent absence, and improved access to learning for disadvantaged pupils.	4 & 5
Educational Visits £7,500	Learning outdoors has many educational and health benefits. Part funded visits linked to curriculum ensure that all pupils including those who are disadvantaged take part. It is also essential for their own wellbeing that they experience different settings before writing about them. Pupils from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. All disadvantaged pupils have access to school visits which enrich their curriculum and remove the cost barrier.	1, 2, 3, 4 & 5
Insight Tracking £1,840	Using the Insight Tracking Assessment Tool allows teachers to monitor pupil progress in real time, identify gaps, and plan targeted interventions, which research shows supports accelerated progress for disadvantaged pupils.	2, 3, 4
Cornerstones £990	The Cornerstones curriculum provides a structured, engaging, and skills-based approach to learning, which re-	2, 3, 4

	search indicates enhances knowledge retention, creativity, and cross-curricular progress, particularly benefiting disadvantaged pupils by making learning accessible and meaningful.	
Refugee welcome packs £500	Refugee families arriving new into the UK, having limited resources, require support from school to help their children with learning. Intervention and additional resources tailored to meet the needs of newly arrived pupils to ensure the attainment gap narrowed. Newly arrived pupils, including those with EAL have suitable provision to enable them to acquire English as a new language. To improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and stationery.	4 & 5
Avanti's World VR Subscription £499	VR headsets and appropriate virtual environments set up through Class VR proved to be an important tool in providing stimuli for writing and discussion across the curriculum.	2, 3, 4
School Planner issued to Year 4 to Year 6 £2,457	Further improve learners' attitudes to their education so that they are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.	2, 3, 4
Behaviour Rewards £2,000	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance. To ensure pupil premium pupils are supported emotionally, developing resilience, perseverance and a positive self-esteem.	4 & 5
Total budgeted cost: £ 371,175		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes in relation to challenges among disadvantaged pupils from last academic year:

Challenge 1 - Pupils entering EYFS with language and listening skills well below their developmental age and stage.

73% of disadvantaged pupils achieved the expected standard in CL at the end of EYFS. (82% national).

The school has made strong progress in addressing the significant language and listening gaps seen in children entering EYFS. Through the implementation of the Oracy Framework (Voice 21), pupils have benefited from structured opportunities to develop spoken language, listening skills and vocabulary. Early reading has been promoted through close monitoring of home reading, with teachers using comments in reading logs to engage parents and encourage more regular reading at home. Parent workshops further strengthened this, providing families with reading materials and ensuring children had access to age-appropriate books at home.

Challenge 2 – High mobility.

78% of pupils were non-mobile at the end of KS2

To manage high pupil mobility, though for this cohort mobility had improved compared to previous years, the school implemented a range of strategies to ensure new pupils settled quickly and were able to access learning without delay. Robust induction procedures, including baseline assessments, welcome meetings and peer buddy systems, helped identify needs early and support smooth transitions. Tailored catch-up provision, flexible grouping and targeted interventions in reading, writing and maths enabled pupils to close gaps rapidly. For those with limited prior schooling, visual resources, language buddies and a language-rich environment accelerated language acquisition. Strong communication with families, alongside pastoral support and practical help with routines, uniform and enrichment access, ensured pupils felt included and able to attend regularly. Attendance and engagement were closely monitored, with staff working with parents to address barriers and maintain continuity.

Challenge 3 – Newly arrived pupils with underdeveloped language skills.

For pupils with EAL, a combination of targeted strategies has accelerated their acquisition of English and supported their access to the curriculum. The use of language buddies has provided peer modelling and daily conversational practice, while visual supports, including widgets and pictorial prompts, have helped pupils to

understand and use new vocabulary in context. A language-rich environment has further reinforced spoken language, supporting both comprehension and expression.

Mixed-ability classes in Years 2 and 3 enabled a substantial group of disadvantaged pupils who were new to the school to receive a tailored curriculum. This provision focused on securing the core skills of reading, writing and number so that gaps in prior learning could be addressed quickly and effectively. By adapting teaching sequences and resources to meet their starting points, staff ensured these pupils were able to make rapid progress and access learning alongside their peers.

Challenge 4 – Deprivation and a lack of enrichment opportunities due to the socioeconomic gap between disadvantaged pupils and others.

A portion of the funding was allocated to providing school uniform, food, and financial support for trips, ensuring that pupils eligible for Pupil Premium had their basic needs met. This not only supported families facing financial difficulties but also helped disadvantaged pupils feel included and equal within the school community, strengthening relationships between home and school. Children were aware that support was available and felt confident requesting help when needed. In addition, Pupil Premium pupils continued to access free breakfast club and after-school provision as part of the school's enrichment offer.

The school provided practical support to vulnerable families by making Early Help referrals, which enabled access to essential items such as white goods, furniture and carpeting. Holiday enrichment opportunities were secured through programmes like Bring It On Brum and Norton Hall, ensuring continued engagement and support outside of term time. Children and families also benefited from mentoring and emotional well-being support through the Starfish Project and Compass NHS. In addition, the school worked closely with the Green Lane Zakat Fund to signpost displaced families to financial assistance and food vouchers.

Challenge 5 – Attendance is below national figures.

Overall attendance last year was 94.5% (93.2% national).

Measures introduced throughout the year had a positive impact on attendance for both individual pupils and disadvantaged groups. Overall attendance reached 94.5%, compared to the national figure of 93.2%, with disadvantaged pupils achieving 94.6%. Families were supported in a range of ways, including providing breakfast in school, sharing strategies to manage morning routines and the school run, and signposting external support services. The school worked collaboratively with parents to identify approaches tailored to their specific family circumstances. Initiatives led by the Deputy Headteacher focused on reducing barriers by working directly with parents and pupils, resulting in positive outcomes.

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
TT Rockstars	Maths Circle Ltd
Speech and Language Therapists	BCC
Insight Assessment	Insight Tracking Ltd
Purple Mash	2Simple
Cornerstones Maestro	Cornerstones Education Ltd
Kapow Primary	Kapow Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A