

Pupil premium strategy statement – Platts Heath 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	58
Proportion (%) of pupil premium eligible pupils	40%
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)	2025-26/ 2026-7/2027-8
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Emma Hickling
Pupil premium lead	Darren Waters
Governor / Trustee lead	Zoe Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,041.01
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

Intent – Our Philosophy

40% percent of Platts Heath pupils are eligible for Pupil Premium, this means they *may* be disadvantaged to achieving the same outcomes as their peers. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average for primary schools.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows: Ensuring all students receive quality first teaching each lesson, by ensuring teaching is adapted sufficiently so that all learners can make progress Closing the attainment gap between disadvantaged pupils and their peers Providing targeted academic support for students who are not making the expected progress Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our Implementation Process

At Aspire we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning

from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will: Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school Prepare

Develop a clear, logical and well-specified plan

Assess the readiness of the school to deliver the plan

Make practical preparations

Deliver

Support staff and solve any problems using a flexible leadership approach

Reinforce initial training with follow-on support

Drive faithful adoption and intelligent adaption

Sustain

Plan for sustaining and scaling the intervention from the outset

Continually acknowledge, support and reward good implementation practices

treat scale-up as a new implementation process

Our Review Process

Pupil premium progress is high on the agenda and written clearly into our Schools improvement/ federation improvement Plan. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective.

This three-year approach allows us to dedicate more time up-front and introduce lighttouch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupil premium pupils is a standing item at subject meetings and regularly discussed at Leadership Level. The impact of all targeted pupil premium interventions are measured and reported to the Leadership Team throughout the year. Once the three-year term has been completed, a new three-year strategy

will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

Challenges

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

Challenge number	Detail of challenge
1	Mixed age classes and small year groups
2	Complex needs of a small group of pupils who are PP and SEN
3	Progress and attendance of pupils that are PP and SEN
4	Balancing the need for intervention and the loss of knowledge in the broader curriculum
5	Ensuring that the focus on reading continues from EYFS - KS1 and into KS2 when necessary

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
<i>To ensure all pupils, who are working within their given key stage make at least expected progress over the key stage in reading, writing and maths</i>	All pupils make at least expected progress from year 2-6 in reading, writing and maths - ie exp - exp
To ensure learning activities are sufficiently adapted to allow those children with SEN to make progress from their starting points	Pupils with SEN who are working below their key stage make progress across the curriculum from their starting points
To improve outcomes in writing at year 2 and 6 annually	Targets set for years 2 and 6 writing met or exceeded
Close the gap in both outcomes and progress between PP and all pupils	Ensure PP achieve in line with non PP in terms of progress and attainment - see target setting

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving support and small group teaching -</i>	EEF - high impact	1,2,3,4
<i>Additional resources for nurture provision</i> <i>CPD on small steps, and adaptation</i>	EEF high impact, low cost - EEF high impact, low cost	1,2,3,4 1,2,3,4
<i>Targeted teaching assistant interventions- where staff available</i> <i>feedback</i> <i>policy – live and verbal feedback</i>	high impact for moderate cost EEF – low cost moderate impact	1,2,3 1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £ [£5,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teaching assistant interventions</i>	EEF - moderate impact for moderate cost	1,2,3
<i>Communication and language approaches Yr/Y1</i>	EEF - moderate impact for moderate cost	1,2,3
<i>Read Write Inc, Fresh Start</i>	EEF - small impact for	2,4,5

<i>1:1 tuition/intervention for reading</i>	moderate cost	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [£6,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
outdoor/ active learning in maths and English to reinforce concepts	EEF + 1 month of progress	1,2,3 4
<i>subsidies towards uniform, trips and activities</i>	EEF- moderate impact low cost	1,2

Total budgeted cost: £36,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Impact 3 pupils Key stage 2 PP Expected + R 33.3% W 33.3% GPS 66.7% M 33.3% RWM 33.3% GDS R 33.3% W 33.3% GPS 0% M 33.3% RWM 33.3% Progress % making expected progress from KS1 No progress data available as KS1 sats did not take place due to the pandemic

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
Active maths and English	Teach Active
Colourful semantics	Integrated teaching services
Nurture	Nurture UK
Equine Therapy	The Next Steps Forward

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.