



FLANDERWELL PRIMARY

Pupil Premium Strategy

Statement

September 2025-July 2028

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025 to 2026 academic year.

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

School overview

Detail	Data
School name	Flanderwell Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	1 st September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Adam Cornes
Governor / Trustee lead	Alison Adair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,185
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	£103,185

Part A: Pupil premium strategy plan

Statement of intent

At Flanderwell Primary School we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20%, will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

- ✓ All children access highly effective quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- ✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ All children are able to access the curriculum and make progress from their starting points through precise adaptations being implemented in the classroom.
- ✓ Children are fully supported to make excellent progress in reading and no children suffer 'reading failure': reading fluency is central to the work of the school and early reading for children in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.
- ✓ Children are fully supported to make excellent progress in the foundational skills in writing and early maths in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.
- ✓ Children are fully supported to increase their vocabulary knowledge and oracy skills across the curriculum to support them to articulate their understanding.
- ✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning.
- ✓ All children have a high attendance rate and are consistently punctual
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:

- 🌀 Behaviour, attitudes and engagement in learning, the curriculum and school life, of the Pupil Premium children is high ...

and as a result

... an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.

...the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.

... monitoring shows that PP pupils '**know and remember more**'.

Challenge number	Detail of challenge
<p>1</p> <p>Lower than average attainment of PP eligible pupils in English and Maths.</p>	<p>Whole school data:</p> <p>39% of PP pupils reached the expected standard combined in 2024-25.</p> <p>60% of PP pupils reached the expected standard in reading in 2024-25.</p> <p>44% of PP pupils reached the expected standard in writing in 2024-25.</p> <p>64% of PP pupils reached the expected standard in maths in 2024-25.</p> <p>49% of PP pupils reached the expected standard in SPAG in 2024-25.</p>
<p>2</p> <p>Phonics and Early Reading</p>	<p>60% of pupil premium eligible achieved the ELG in word reading by the end of EYFS.</p> <p>49% of pupil premium eligible children finished the EYFS on track on the story book tracker in phonics.</p>
<p>3</p> <p>Language acquisition</p>	<p>A high proportion of pupil premium eligible children have an additional identified SEND. This has led to a vocabulary deficit for these children. It also impacts the children's social communication skills significantly and their ability to reason and articulate their thoughts.</p>
<p>4</p> <p>SEND (outcomes relating to SEMH and communication and interaction)</p>	<p>19 of the 63 pupil premium eligible pupils also have an identified SEND.</p> <p>A high number of these pupils primary need is SEMH and communication and interaction.</p> <p>In the previous academic year, there were 182 behaviour incidents recorded and 22.5 days of learning time were lost due to suspension for pupils who are both PP eligible and have an identified SEN.</p> <p>A high proportion of these children have additional C and I needs which impacts on their capacity to articulate their thoughts and feelings and therefore regulate their emotions.</p> <p>60% of PP eligible pupils achieved the speaking ELG by the end of EYFS.</p>
<p>5</p> <p>Attendance</p>	<p>Rates of persistent absenteeism have been higher for PP eligible pupils, compared to non-PP eligible pupils. Absence due to lower-cost, unauthorised, term-time holidays has impacted overall attendance and, subsequently, loss of learning time.</p>

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>There will be a strong culture of high expectations of all children and a belief from all that every child can achieve and that learning is to be valued</p>	<ul style="list-style-type: none"> ✓ All stakeholders, staff, children, Governors and parents, will talk positively about school and what is being and can be achieved by children. ✓ All children will be fully included in the classroom and all policies and practices will be used to strive to find solutions to challenges. A culture of adapting to meet every child's needs will be in place ✓ Children will have high expectations of themselves and this will be evident in outcomes, academically and in their attitudes to learning. ✓ The environment at school will be high quality and purposeful.
<p>Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum</p>	<ul style="list-style-type: none"> ✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE. ✓ Standards are raised for all pupil premium pupils by the end of the key stage, closing the gap on national outcomes. ✓ All PP pupils, other than those cognitively unable or unready, catch up quickly in phonics and foundational skills in writing and maths and reach the expected standard. ✓ For those pupils who are present with significant cognition and learning needs to close the gap to their peers bespoke SEN plans will be put in place and progress will be made against their targets ✓ A greater proportion of pupils in receipt PP make good progress across the curriculum and attain identified end points
<p>Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.</p>	<ul style="list-style-type: none"> ✓ Teaching in all year groups will be consistently strong, with a further increase in the amount being exceptional. It is based on research informed practice (Adaptive teaching, Teach Simply, Generative Learning, Bloom's taxonomy and the-Rosenshine principles) ✓ Any PP child falling behind is identified quickly as a result of rigorous tracking

	<p>and monitoring and this performance information is used to inform subsequent provision and timely intervention</p> <ul style="list-style-type: none"> ✓ Precise use of interventions, support all PP pupils to close any attainment gaps. ✓ As a result of quality first teaching and effective use of adaptations and precisely targeted interventions, targets are met for all pupil premium pupils across school.
<p>🔗 Pupil Premium pupil's oracy skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.</p>	<ul style="list-style-type: none"> ✓ The systematic approach to the teaching of vocabulary will become embedded and pupils will apply learning within their writing. Strategies to support language acquisition across the curriculum impact significantly on progress. ✓ The approach to vocabulary development and use of pupil guides, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary. Children will apply the discussion guidelines ✓ Pupils will make progress across a carefully planned oracy curriculum ✓ Oracy is taught explicitly on a daily basis in EYFS and Y1 and weekly in year 2 to year 6. ✓ As a result of retrieval practice and the spiralised nature of the knowledge of vocabulary and sentence stems increased knowledge will be placed into long term memory- PP pupils will remember more!
<p>🔗 Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.</p>	<ul style="list-style-type: none"> ✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ Pupil premium pupils are supported in a very timely way when a barrier is identified through careful monitoring. ✓ Attendance in each year will continue the strong attendance shown prior to lockdown and PP children's attendance will be in line with all pupils nationally. ✓ Target for pupils eligible for PP: 2025-26= 96%

	<ul style="list-style-type: none"> ✓ Through precise identification and targeting, there will have been a significant <i>reduction in the % of pupil premium pupils who are PA. Current PA figure for PP pupils is 19.4%</i>
<ul style="list-style-type: none"> • Good and better behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data. 	<ul style="list-style-type: none"> ✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ All pupils will demonstrate good and better behaviours in school and will have a good understanding of risks in the community, how to keep themselves safe and how to behave well outside of school. ✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention. ✓ Pupils identified as requiring additional intervention will make strong measurable gains. As a result: <ul style="list-style-type: none"> - The % of serious incidents for pupil premium pupils continues to decrease.
<ul style="list-style-type: none"> • An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities 	<ul style="list-style-type: none"> ✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ All pupils in who are PP eligible will have the opportunity to participate in a school performance ✓ Pupil Premium pupils will engage with wider opportunities such as Pupil Leadership groups, play leaders, eco heroes, anti bullying council etc. Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.
<ul style="list-style-type: none"> • To raise the aspiration and ambition of pupil premium pupils and their families, through increased engagement with learning. 	<ul style="list-style-type: none"> ✓ An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to: <ul style="list-style-type: none"> - <i>an increased % of parents/carers of PP pupils engaging positively with Pupil's home learning and the learning taking place in school.</i> - <i>parents/carers will access workshops provided by the school.</i> ✓ Identified pupils and parents will place increased value on learning.

Activity in this academic year

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)

Budgeted cost: £53,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context:</p> <p>Ensure progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered</p> <p>All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently.</p> <p>The expectation of pupils' outcomes is accurately pitched for them to make progress from their starting points.</p> <p>Progression in learning will be evident</p> <p>Children will be able to talk about what they have learnt</p> <p>Children will be able to apply what they have learnt to a different context.</p> <p>All teaching staff will understand how to assess pupils across each aspect of the curriculum.</p> <p>Pupils will be provided with pupil guides to support them to assess their own knowledge</p>	<p>EEF: mastery approaches (EEF impact- 5+ months)</p> <p>Why Don't Students Like School'- Dan Willingham</p> <p>Rosenshine principles and the 'Tom Sherington Walk Thrus'</p> <p>Blooms taxononmy</p> <p>Adaptive Teaching</p> <p>Internal data and monitoring outcomes</p>	1,2
<p>To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory: children to know more and remember more</p> <p>Focus leadership on further developing the culture of high expectations of ALL pupils: a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters.</p> <p>Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building,</p>	<p>EEF: mastery approaches (EEF impact- 5+ months)</p> <p>Internal data and monitoring outcome</p> <p>Why Don't Students Like School'- Dan Willingham</p>	1,2

<p>Develop an agreed/consistent approach to the use of generative approaches and retrieval strategies across school, alongside the use of Jotters, talk partners and pupil guides. Retrieval strategies and skills are taught and frequently revisited.</p> <p>Within all CPD staff to consider the implications for children not yet at the expected standard.</p> <p>Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</p>	<p>Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser</p>	
<p>To ensure children make progress in the vocabulary acquisition and oracy development</p> <ul style="list-style-type: none"> - Language acquisition: <ol style="list-style-type: none"> 1. Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum) 2. Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our pupil guides. 3. Increase intentionality in the teaching of oracy across the curriculum through the different use of tasks. 	<p>EEF: reading comprehension strategies (impact- 7+ months)</p> <p>'Pathways to writing'</p> <p>Bringing Words to Life and Alex Quigley Vocabulary Gap.</p> <p>Welcome Assessments</p> <p>EEF- collaborative learning approaches (impact-5+ months)</p> <p>EEF- metacognitive approaches (impact- 8+ months)</p>	<p>1, 2,3,</p>
<p>Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further.</p> <ul style="list-style-type: none"> - Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly. - Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention - Develop adaptive teaching approaches such as the use of the Birmingham toolkit 	<p>As above + EEF Toolkit: Teaching Assistants (impact- 4+months)</p> <p>Work with external agencies</p>	<p>4</p>

<ul style="list-style-type: none"> - Evaluate the impact of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading (early) intervention support <ul style="list-style-type: none"> - Develop excellence within the teaching of Phonics for PP children entering the school not yet at the standard of the Phonics Screen - Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books. - Increase opportunities for dictation within intervention and small group support. - Introduce/refine a system for catch up 1:1 tutoring in phonics introduced into the afternoons to ensure no child falls further behind. - Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. - Establishing a reading for Pleasure approach to target and inspire PP children. 	EEF Toolkit: Phonics (impact-5 months) EEF one:one tuition (impact 5+ months) intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes Research demonstrates that Reading efficacy supports full access to the wider curriculum.	2,4
Other targeted interventions: <ul style="list-style-type: none"> - Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up - PP children are targeted for pre teach and post teach sessions focussing on vocabulary and oracy - PP children targeted for fluency interventions - PP children are targeted for multiplication interventions through the use of the Reflex programme 	EEF toolkit: Small Group Intervention (impact-4+ months) Some children struggle to apply their phonics and spelling knowledge to reading and writing- the development of our reading curriculum and increased dictation	1,2,3,4

	opportunities will support this.	
Supporting progress in Year 6 for PP and underperforming pupils: <ul style="list-style-type: none"> - Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders. - Resources to support the children prepare for the key stage 2 assessments will be provided 	EEF Toolkit: Small Group Intervention (impact-4+ months) EEF Toolkit: Extending School (impact-3+ months)	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation <ul style="list-style-type: none"> - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Embed the relationships and behaviour policy based on trauma informed practice - Embed the rights respecting school award in school - Increase capacity in the pastoral team to support the children through a learning mentor and ELSA - Work with outside agencies (Aspire, Early Help, Free to be you etc) to support children in their personal development. - Implement and embed the zones of regulation - Implement the bespoke character curriculum for children with complex SEMH needs 	EEF: mastery approaches (EEF impact- 5+ months) EEF behaviour (impact 3+months)	4
Attendance: <ul style="list-style-type: none"> - Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs. - Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required. - Increase communication with parents, class teachers and individual children through Dojo, 	EEF toolkit: Parental engagement (impact- 4+ months) Internal data and monitoring outcomes Data analysis	5

<p>email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters.</p> <ul style="list-style-type: none"> - Laisse with outside agencies to support with attendance concerns 		
<p>Behaviour</p> <ul style="list-style-type: none"> - Use forensic monitoring of behaviour data to identify all children whose behaviour is a barrier to their own and other children's learning, including in class and individual action plans. - Introduce and embed the OPAL curriculum to support with behaviour at social times - Embed the relationships and behaviour policy based on trauma informed practice - Establish a tiered approach across school to support children make positive behaviour choices- <ul style="list-style-type: none"> o Routines are embedded across school and carried out consistently. o The PSHE and RSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. o The zones of regulation will established and implemented consistently in each classroom to support children to regulate their emotions o Additional 1:1 support will be provided through establishing a space to support children with additional sensory and SEMH needs. 	<p>EEF Toolkit: Behaviour Interventions (impact- 3 months) Research linked to Tom Bennett's work- Running the Classroom</p>	4
<p>Pupil Engagement</p> <p>Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</p> <ul style="list-style-type: none"> - Extra Curricular activities targeting developing communication and language needs through participating in a range of activities - Target PP children for involvement in the following groups: <i>Pupil Leadership Team, Pupil Spirit Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A range of after school activities; Courageous Advocacy/Social Action group and Young Carer group</i> 	<p>EEF toolkit: Arts participation (impact -3+ months) EEF toolkit: Parental engagement (impact- 4+ months) There are many challenges facing families in the community and a number have suffered hardship. Some families tell us that they sometimes find it challenging to support their</p>	5
<p>Parental Engagement and support programme</p>		5

<ul style="list-style-type: none"> - Work with identified families to support and sign post when required, including support through Early Help, housing support, mental health work, parenting etc. - Run a range of parental workshops linked to Rights Respecting schools and understanding protected characteristics, the importance of attendance supporting keeping children safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. In addition to this we will run a session relating to our approach to Anti bullying - Family workshops linked to Maths and Reading. - Targeted parental programmes linked to behaviour, attendance and SEND. 	<p>children with learning or with their personal development. This can impact negatively on learning and progress and engagement.</p>	
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Total budgeted cost: £103,185

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.

- ❖ 40% (2 out of 5) of pupils achieved a good level of development by the end of EYFS in 2024 to 2025 and 100% (6 out of 6) pupils were assessed as expected in each area at the end of Nursery
- ❖ 100% (3 out of 3) of pupils in year 1 passed the phonics screen check and 77% of pupils (7 out of 9) pupils passed the phonics screen by the end of Y2 in 2024-2025
- ❖ The average score on the Y4 multiplication check for PP eligible pupils was 17.5 in 2024-2025 and 1 out of 10 children achieved a score of 25.
- ❖ 43% (3 out of 7) of PP pupils reached the expected standard combined at the end of key stage 2 in 2024-25.
- ❖ 72% (5 out of 7) of PP pupils reached the expected standard in reading at the end of key stage 2 in 2024-25.
- ❖ 72% (5 out of 7) of PP pupils reached the expected standard in writing at the end of key stage 2 in 2024-25.
- ❖ 57% (4 out of 7) of PP pupils reached the expected standard in maths at the end of key stage 2 in 2024-25.
- ❖ 72% (5 out of 7) of PP pupils reached the expected standard in SPAG at the end of key stage 2 in 2024-25.
- ❖ Progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.
- ❖ The attendance percentage for pupils in receipt of the pupil premium in 2024-25 was 92.6% which compares to 95.3 for all pupils. The percentage of pupils who were persistently absent in 2024-25 was 19.4% which compares to 9.7% for all pupils.
The percentage of lates recorded for PP pupils was 0.95% compared to 0.5% for all pupils in 2024-2025.
- ❖ Flanderwell works in partnership with parents and outside agencies such as Early Help, Attendance and Inclusion, the Virtual School, Aspire, CDC and the Specialist Inclusion team so that the right support for attendance is accessed in a timely way.
- ❖ 5 out of 11 children identified as having the most behaviour incidents recorded were PP eligible, In addition to this, 19 suspensions equating to 22.5 days of lost learning occurred for PP eligible pupils in 2024-25
- ❖ There have been increased opportunities for children to take part in wider school life. 78% (47 out of 60) of PP eligible children represented Flanderwell in out of school competitions. 22 PP eligible children attended extra-curricular clubs in the Autumn term, 17 in the Spring term and 33 in the Summer term. 100% of children eligible for PP performed to an audience throughout. 16 (26%) PP eligible children took on a leadership role across school either as a play leader, Pupil leader, House Captain or part of the Anti-bullying council.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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

