

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Firthmoor Primary School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	49.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Ashton
Pupil premium lead	Helen Ashton Headteacher
Governor / Trustee lead	Val Johnston Pupil Premium Champion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£225,402

Part A: Pupil premium strategy plan

Statement of intent

The proportion of pupils eligible for Pupil Premium funding in Firthmoor Primary School is significantly above the national average, with some cohorts comprising over 60% of disadvantaged pupils.

In addition, a number of pupils from working families with a limited disposable income, are also considered to be vulnerable which results in the need to provide a far-reaching programme of support across all phases of the school.

Our intention is that all pupils make good progress, achieve high attainment across the curriculum and report high levels of wellbeing.

We aim to provide high-quality teaching with highly trained staff and pupil access to learning experiences which enable them to acquire knowledge and skills across the wider curriculum. Our mantra of 'Visits and Visitors' ensures that disadvantaged pupils are engaged in learning experiences which promote engagement, encourage aspirations and develop subject specific vocabulary.

Our Pupil Premium strategy is to provide early intervention for speech and language and emotional health alongside a programme of rigorous academic support. Provision is selected on the basis of previous successes within Firthmoor Primary School as well as findings from national research e.g. EEF.

Our whole-school approach will be to establish the challenges faced by each disadvantaged pupil and provide a concise programme of academic and/or pastoral intervention. Progress will be rigorously monitored and adaptations made to ensure that:

- early intervention is established to meet pupil need
- parents/carers are engaged at all stages of intervention
- disadvantaged pupils record attendance in line with non-disadvantaged peers
- disadvantaged pupils demonstrate accelerated progress towards challenging targets
- disadvantaged pupils take a pride in their achievements and feel encouraged to aim high

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and communication skills below age-related expectations</p> <p>Significant number of disadvantaged pupils either enter Early Years with speech and language NHS support or are referred during Reception year. Poor speech, language and vocabulary skills continue to impact on attainment into KS1/2.</p>
2	<p>Lack of reading fluency and comprehension skills to access knowledge across the wider curriculum</p> <p>Tracking of phonic acquisition from Reception shows that proportion of disadvantaged pupils meeting the expected standard in Y1/2 Phonic Screening Check is lower than their peers.</p>
3	<p>Limited retention of basic number facts and key concepts e.g. time</p> <p>Feedback from staff and analysis of short assessment tasks shows that attainment for disadvantaged pupils is lower than that of their peers</p>
4	<p>Emotional Resilience & Self-Regulation</p> <p>A number of disadvantaged pupils have lower levels of emotional resilience and self-regulation. This can affect focus, persistence and relationships with peers during challenging learning activities.</p>
5	<p>Limited access to enrichment opportunities both within and outside of the local community</p> <p>Families of disadvantaged pupils report that they do not have the funds or transport to allow their children to visit different locations e.g. the coast, countryside or museums and art galleries</p> <p>Pupil discussion highlights that vocabulary acquisition is greatly enhanced by first-hand experience.</p>
6	<p>Lower attendance following periods of disrupted learning</p> <p>Attendance for disadvantaged pupils is 1.6% lower than non-disadvantaged pupils (2024-2025)</p> <p>The rates of persistent absenteeism are significantly higher for children in receipt of Pupil Premium (67.9%) compared with non-pupil premium (32.14%).</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
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<p>Improved speech, language and communication skills for disadvantaged pupils</p>	<p>Speech and Language Technician records show good progress. Phonics Screening Check highlights that pupils' phonic acquisition is not hindered by under-developed speech. Disadvantaged pupils feel confident to express themselves in group/class discussions.</p>
<p>Improved phonic and reading attainment for disadvantaged pupils</p>	<p>Disadvantaged Y1/2 pupils attain at least in line with national average in Phonics Screening Check and KS1 non-statutory assessments. Disadvantaged Y6 pupils attain in line with 'national other' in KS2 reading outcomes.</p>
<p>Automaticity in basic number facts for KS1 pupils. Improved maths attainment for disadvantaged pupils at KS2 in application of number skills</p>	<p>Observations of lessons show that KS1 children show instant recall of basic number bonds. Analysis of KS2 problem solving and reasoning assessments shows that pupils are better able to apply fluency in number skills</p>
<p>High levels of pupil wellbeing</p>	<p>Feedback from Healthy Lifestyle Survey in Y5/6. Feedback from pupil discussion + questionnaires. Increased school/extra-curricular attendance for target pupils.</p>
<p>Increased understanding/retention of subject specific vocabulary and pupil confidence in participating in discussion</p>	<p>Work scrutiny and weekly recall questions in Science/foundation subjects shows that pupils accurately use age appropriate vocabulary. Observations show that disadvantaged pupils show increased contribution to group/class discussions.</p>
<p>Improved attendance for disadvantaged pupils</p>	<p>Attendance gap between disadvantaged pupils and peers being reduced to less than 1%. 'Persistent absence' gap between disadvantaged pupils and peers being reduced to less than 10%.</p>
<p>Disadvantaged pupils access a wide range of enrichment, leadership and cultural opportunities that broaden horizons and raise aspiration.</p>	<p>Participation of disadvantaged pupils in clubs, educational visits, leadership roles and residential increases annually, with at least 85% engagement by 2028-29. - Pupil voice to evidence improved confidence, curiosity and sense of belonging in the school community. - Enrichment and cultural capital experiences are embedded</p>

	within the curriculum to ensure equitable access for all.
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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: £71,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Speech and Language Therapist to deliver NHS SALT programmes	<p>Previously the school has accessed the services of a Speech and Language Therapist on an SLA basis - 2 days weekly. This service is no longer available.</p> <p>School-based evidence: improved S&L enables better pupil/adult interaction. Staff report reduced frustration levels as children are better able to make themselves understood. Improved access to phonic learning.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><u>What works database (ican.org.uk)</u></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1
Purchase of further Little Wandle Letters and Sounds Phonics (DfE approved) + decodable books Training for new staff members + release time for assessment/monitoring	<p>Systematic phonics teaching is an important component in developing early reading skills, particularly for disadvantaged pupils. It allows pupils to make connections between phonemes and graphemes.</p> <p>Impact = + 5 mths</p> <p><u>Education Endowment Foundation - Phonics Toolkit</u></p> <p>Partner school with the English Hub to get additional support with monitoring and developing phonics and reading across school.</p>	2
Retention of identified staff members trained as ELSA (Emotional Literacy Support)	<p>Social and emotional learning allows pupils to effectively manage their emotions and promotes increased pupil wellbeing.</p> <p>School based evidence: children who have accessed the school counsellor or Emotional Literacy Support Assistant engage better with their learning and show increased attainment.</p>	4

Assistant) + Bereavement Champion	Impact = + 4 mths <u>Education Endowment Foundation - Social and Emotional Learning</u>	
Introduction of Times Tables Rockstarz, Numbots and Number Sense to support	Systematic teaching of foundational maths skills promotes early mathematical development. <u>Education Endowment Foundation - Early Numeracy Approaches</u>	3
Staff training in Thrive, Team Teach and Zones of Regulation to embed a consistent, trauma-informed approach to behaviour and emotional regulation.	Social & Emotional Learning (+3 months) and Metacognition & Self-Regulation (+8 months) - explicit teaching of emotional literacy and self-regulation improves engagement and learning behaviours.	4

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support for Phonics	School evidence: previous small group support for phonics has demonstrated that pupils make good progress from low baselines with Y1/Y2 PSC results consistently above national average in previous years. There was a reduction in 2025 and additional support for pupils has been implemented. <u>Education Endowment Foundation - Small Group Tuition</u>	2
Small group Reading comprehension support	School evidence: whilst developing reading fluency, some target pupils have not been able to access texts for meaning. With additional 1:1 tuition on the skills of inference and deduction, they have shown a greater understanding of the author's meaning. <u>Education Endowment Foundation - Reading Comprehension</u>	2

Small group tutoring	Extended School Time (+3 months) - positive impact when sessions are purposeful, curriculum-aligned, and delivered by trained staff. <u>Education Endowment Foundation - Small Group Tuition</u>	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £94780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of visits and visitors to provide experiential learning and extend vocabulary	School evidence: First-hand experiences have promoted high levels of engagement and staff report that children remember key knowledge and vocabulary in the longer term.	5
1:1 or small group intervention with Children's Psychological Wellbeing Practitioner or 1:1 session with School Counsellor	Some pupils have specific emotional needs which can not be met by class/large group PSHE teaching. They need personalised support to address quite complex needs. School evidence: pupils struggling to focus on academic learning due to external factors, have shown increased attendance, engagement and confidence following a programme of wellbeing support. <u>Education Endowment - Social and emotional learning</u>	4
Inclusion Officer - Intensive support + challenge for families with low attendance + resources and rewards for attendance	School evidence: Rigorous tracking and intervention by the school's Inclusion Officer has demonstrated that the resulting increase in attendance impacts positively on attainment. Previous research from the DfE highlights the link between high attendance and high attainment. <u>The link between absence and attainment at KS2 and KS4</u>	6
Behaviour Support consultant + resources	A number of parents seek our support for ways in which to deal with their child's challenging behaviour in the home. We utilise a Behaviour Support consultant who advises parents and provides them with strategies and resources. This can have a positive impact on attendance. <u>Education Endowment Foundation - Behaviour Interventions</u>	4

<p>1:1/small group for academic + behaviour support of SEN/ASD pupils in EY, KS1 + KS2</p>	<p>Some pupils with ASD or on the ASD pathway require additional support within the classroom or on a 1:1 basis. Staff are able to provide clear routines and expectations whilst addressing specific academic targets</p> <p><u>Education Endowment Foundation - Behaviour Interventions</u></p>	<p>4</p>
<p>Free Breakfast Club Resources + supervision costs</p>	<p>School evidence: target pupils have recorded improved punctuality and attendance when joining Breakfast Club <u>Education Endowment Foundation - News: Breakfast clubs found to boost primary pupils' reading, writing and maths results</u></p> <p>School Food Standards: FSM milk for lunch – providing low-fat milk for drinking at least once a day</p>	<p>6</p>
<p>After-school arts/crafts + music clubs Supervision + resources</p>	<p>School evidence: children report that they prefer coming to school on the day of an after-school club and it supports their wellbeing <u>Education Endowment - Arts participation</u> Impact = + 3 mths</p>	<p>6</p>
<p>Music Tuition and Instrument Hire</p>	<p>Additional Violin Tuition in School <u>Evidence/teaching-learning-toolkit/arts-participation</u></p>	<p>5</p>

Total budgeted cost: £232095

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.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that further improvements are needed to support pupils in EYFS as the GLD data for pupils in receipt of pupil premium is below national and the attainment gap is widening. The development of word reading is a key focus for pupils in receipt of pupil premium.

In phonics, 75% of pupils in receipt of pupil premium achieved the expected standard which is higher than national at 67% but a decline on previous year's data. The 3-year average for pupils in receipt of pupil premium is 82% which is above the 3-year national average of 67%.

Following intensive phonic support throughout 2024/2025 for 19 disadvantaged pupils, 12 pupils recorded 32+ in the PSC.

Y1 pupils (all) = 76.7%

Y1 pupils (in receipt of Pupil Premium) = 75%

Y1 pupils (all) average score = 30.6

Y1 pupils (in receipt of Pupil Premium) = 28.8

The Multiplication check showed that pupils in receipt of pupil premium attained an average score of 23 which is higher than the national average score (19.3). The 3-year average was also above national at 22.

At Key Stage 2 in Reading, Writing and Maths (62% of the cohort were in receipt of pupil premium), 46% pupils in receipt of pupil premium achieved the expected standard and were broadly in line with national at 47%. The 3-year average was above national at 54%.

At Key Stage 2 in Reading, Writing and Maths – High Score/Greater Depth, the percentage of pupils achieving the standard was 4% which was in line with national. The 3-year average was also broadly in line with national at 6% compared to a national score of 7%.

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
Speech Link	Multimedia Ltd
Language Link	Multimedia Ltd
Reading Plus	Discovery Education

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?	<ul style="list-style-type: none">• Service pupils were offered the opportunity to learn to play the violin – instrument hire and tuition funded by pupil premium• Service pupils were provided with 1:2 small group intervention in Maths and Reading where needed
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Violinists performed in whole school assemblies

Further information (optional)

Further activities that we are implementing to support disadvantaged pupils that are not dependent on pupil premium or recovery pupil premium:

We supported our Y6 pupils with an intensive transition project to promote Y7 engagement. The cohort (62% disadvantaged pupils) participated in fortnightly sessions of the In2 project which aims to build pupil confidence and enhanced communication skills so that pupils are ready to embrace the challenges and opportunities of secondary education. The children have increased access to arts, drama and music projects. The cohort is encouraged to develop their pupil voice on current global issues – banners and posters are displayed on corridor walls and school fences to share their thoughts with the wider community.

We have created a 'Careers' lead to provide our pupils with knowledge of a wide variety of career paths of which they might have little experience. Visitors, with a particular focus on challenging gender and ethnicity stereotypes, are invited into school to inform children about their role. We hope that this will provide our pupils with the knowledge to pursue their aspirations.