

Pupil premium strategy statement – Adel Primary School

This statement details our school's use of pupil premium (and recovery 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	236
Proportion (%) of pupil premium eligible pupils	7.2%
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 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	Nov / Dec 2026
Statement authorised by	Julie Cordingley
Pupil premium lead	Tamsin Benning
Governor / Trustee lead	Georgios Gkiokas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£26,900

Part A: Pupil premium strategy plan

Statement of intent

It is our aim to close the attainment gap between children in receipt of Pupil Premium Funding (PPF) and those without it. It is our aim for all disadvantaged (and other vulnerable) pupils in school to reach at least age-related expectations and to achieve their potential in all areas of their development and the curriculum.

We plan to provide an enriched curriculum that meets the needs for all children, regardless of background and ability, within a supportive environment of high expectations. We place a high focus on developing children's moral, spiritual, social, and cultural understanding within a safe, caring setting in which children can thrive and succeed.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to closing the attainment gap, it is a key priority to support the emotional and social development of our pupils. We aim to support children by growing skills of resilience and independence and by developing skills for life. By the end of their Adel Primary School journey, it is our intent that all children, regardless of background or personal circumstances, will leave us as independent, confident, successful learners with a thirst for learning, equipped for the challenges of the 21st century.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral and written language skills and vocabulary gaps among many disadvantaged pupils when compared to their peers.

2	Internal and external assessments indicate that disadvantaged pupils generally have lower attainment and make less progress in reading, writing and maths than their peers.
3	Our assessments, observations and discussions with pupils and families suggest that there are fewer opportunities for enhancement activities, e.g. sporting, artistic or musical opportunities, outdoor trips, cultural visits. This can impact on attainment in the wider curriculum areas, e.g. science, geography, history and music in addition to pupils' emotional wellbeing.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a number of pupils, which impact on their progress and attainment.

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
Improved oral and written language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment and progress in reading, writing and maths among disadvantaged pupils across school.	Whole-school outcomes at the end of 2025/26 and 2026/27 academic years show that more than 70% of disadvantaged pupils made at least expected progress and met the expected standard in reading, writing and maths. Whole-school outcomes show that disadvantaged pupils working above age-related expectations continue to make at least expected progress and continue to remain at this level.
Improved outcomes in the wider curriculum for all pupils, particularly our disadvantaged pupils, through access to enhancement opportunities.	Pupils have had access to a wide range of cultural and enrichment opportunities. Pupils can talk positively about what they have learned and experienced through these opportunities. Pupils have an increased awareness of, and interest in, careers in sporting, artistic, cultural and scientific fields.

	Pupils report an improved sense of emotional wellbeing as a result of enrichment opportunities.
To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>The emotional wellbeing of pupils, particularly disadvantaged pupils, is high priority across school and is supported through:</p> <ul style="list-style-type: none"> • an effective and robust PSHE curriculum • pastoral / counselling support available for individual pupils or groups • parents and school working collaboratively • high quality teaching and learning environments • a wide range of enrichment opportunities

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: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Adaptive teaching' CPD to develop teachers' understanding of and ability to deliver high quality teaching that meets the needs of all learners.	<p>The Early Career Framework for teachers and the EEF highlight the importance of adaptive teaching in ensuring that so that all pupils have the opportunity to meet expectations.</p> <p>Early Career Framework EEF Moving from differentiation to adaptive teaching</p>	2
<p>Training in strategies to support oracy and communication</p> <ul style="list-style-type: none"> ➤ Maths Hub Oracy Training ➤ Maths and English Network Meetings 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 2

➤ Cross-trust oracy CPD	Oral language interventions Teaching and Learning Toolkit EEF	
Membership of Red Kite Alliance, providing subject-specific CPD, support for subject leaders and membership of subject associations.	The CPD delivered by Red Kite and subject associations is based on research evidence. The EEF provides guidance on the importance of effective professional development and how to deliver this. Effective Professional Development	2, 3
SENDCo training and network meetings followed by support for teachers to enable delivery of high-quality teaching; monitoring of teaching and learning to ensure that the needs of all pupils are met	Training provided by the local authority is based on research evidence and with the aim of supporting schools to best meet the needs of all pupils. Much of the evidence base is that shared in the guidance report by the EEF: Special Educational Needs in Mainstream Schools Research continually shows a strong link between poverty and SEND: Special Educational Needs and their Links to Poverty	1, 2
Health and Wellbeing Services Package – curriculum and CPD support for leaders and teachers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	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
A program of evidence-based maths interventions across school delivered by trained staff:	The use of evidence-based interventions is recognised in improving maths in both KS1 and KS2 as research by EEF demonstrates.	2

First class @ Number 1 and 2 (Years 2 & 3) Success @ Arithmetic Number Sense & Calculation (Years 4-6)	Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	
Delivery of Nuffield Early Language Intervention in EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
A program of literacy interventions across school delivered by trained staff: <ul style="list-style-type: none"> ➤ Little Wandle Keep up / Rapid Catch Up phonics / reading interventions (Reception–Year 6) ➤ Inference Training (Years 3-6) ➤ Cued Spelling intervention (Years 5&6) 	The importance of a structured, systematic synthetic phonics program is widely recognised as being key to improving literacy skills. Phonics The skill of inferencing is one of the core reading skills shown in the EEF ' Reading House '.	1, 2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral officer one day a week	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2, 3, 4

Subsidised costs for residential visits and school trips for all pupils in receipt of PPF	Evidence for the positive impact of outdoor learning on attainment, health and wellbeing is presented by ‘Learning Through Landscapes’	1, 2, 3, 4
Music instruction for whole classes (Years 3 and 4)	There is a strong evidence base for arts participation on attainment, positive attitudes to learning and increased well-being. Arts Participation	2, 3, 4
Whole class Forest School sessions delivered by trained member of staff	Evidence for the positive impact of outdoor learning on attainment, health and wellbeing is presented by ‘Learning Through Landscapes’	1, 2, 3, 4
Contribution towards support from North West Leeds Children’s Services (including speech and language therapist, family support workers and cluster therapists).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 4

Total budgeted cost: £26,900

Part B: Review of the previous 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 and our own internal summative and formative assessments.

Whole-school Internal Data Summer 2024/25:

Subject / Level	Attainment (Pupils in receipt of PPF)			Attainment (Pupils not in receipt of PPF)
	2025	2024	2023	
Reading (At or above expected)	72%	87%	77%	88%
Writing (At or above expected)	72%	73%	69%	75%
Maths (At or above expected)	67%	80%	69%	84%
RWM (At or above expected)	61%	73%	52%	70%
Reading (Above expected)	39%	47%	43%	42%
Writing (Above expected)	17%	13%	17%	19%
Maths (Above expected)	39%	47%	34%	44%
RWM (Above expected)	11%	13%	17%	17%

Data for 2023/24 and 2022/23 included for comparison.

The attainment for pupils in receipt of PPF across school in 2024/25 was lower than that of pupils not in receipt of PPF and there has been a decrease in the percentage of pupils in receipt of PPF achieving age-related expectations compared to the previous academic year. It should be noted, however, that the data relates to small numbers of pupils (18 in 2024/25), and the cohort changes each year, therefore there can be significant variance year-on-year.

External Data 2024/25

Subject / Level	Attainment (Pupils in receipt of PPF)						Attainment (Pupils not in receipt of PPF)
	2025		2024		2023		
	Sch	Nat	Sch	Nat	Sch	Nat	
EYFS GLD	N/A		50%	52%	N/A		80%
Phonics (Year 1)	67%	67%	N/A		83%	64%	92%
Phonics (Year 2)	N/A		100%	48.5%	N/A		100%
MTC (Year 4)	50%	27%	100%	25%	86%	21%	61%
KS2 Reading (At or above)	100%	63%	100%	62%	80%	60%	91%
KS2 Writing (At or above)	100%	60%	100%	59%	60%	58%	83%
KS2 GPS (At or above)	100%	60%	100%	59%	100%	59%	83%
KS2 Maths (At or above)	100%	61%	100%	59%	100%	59%	96%
KS2 RWM (At or above)	100%	48%	100%	46%	40%	44%	74%
KS2 Reading (Above expected)	40%	21%	0%	18%	40%	18%	57%
KS2 Writing (Above expected)	40%	7%	0%	6%	20%	7%	35%
KS2 Grammar, Punctuation & Spelling (Above expected)	80%	19%	0%	20%	40%	19%	57%
KS2 Maths (Above expected)	40%	15%	0%	13%	20%	13%	43%
KS2 RWM (Above expected)	20%	4%	0%	3%	20%	3%	26%

To help us gauge the performance of our pupils in receipt of PPF, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level in addition to results achieved by our pupils not in receipt of PPF.

The 2025 data demonstrates that pupils in receipt of PPF in our school achieved better at the end of KS2 than disadvantaged pupils locally and nationally, both at the expected and greater depth standard. It should be noted, however, that this data relates to very small numbers of pupils and is therefore subject to significant variance year-on-year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils, however this has been analysed and individual circumstances identified for this. Behaviour records show fewer incidents of negative behaviour by disadvantaged pupils than non-disadvantaged. When looking at wellbeing, while a number of disadvantaged pupils have, and continue to, access pastoral support (either through school or via cluster services), qualitative data shows that the impact of this support on learning is mostly very positive.

Based on all the information above, the performance of our disadvantaged pupils continues to meet expectations.

Our evaluation of the approaches delivered last academic year indicates that 1:1 and small group targeted academic interventions, in addition to the wider strategies intended to improve wellbeing, were highly effective.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Rapid Catch Up	Wandle Learning Trust
Success @ arithmetic (Number Sense & Calculation)	Edge Hill University
Inference Training	Leicester.gov.uk
Cued Spelling	Keith J Topping