

Pupil premium strategy statement - 2024-2027

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fleecefield Primary School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	41% (133)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	31.09.26
Date on which it will be reviewed	31.07.27
Statement authorised by	Richard Hudson (EHT)
Pupil premium lead	Richard Hudson (EHT)
Governor / Trustee lead	Sonia Soorma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,375.25
Recovery premium funding allocation this academic year	0
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	£202,375.25

Part A: Pupil premium strategy plan

Statement of intent

Fleecefield is centred around a community that experiences high levels of deprivation and social and emotional needs. Most of our families are from low socio economic backgrounds with limited access to resources to meet their physiological needs. We work with and support our families from the moment their journey begins at Fleecefield.

At Fleecefield, we have the highest expectations for all our pupils. Most of our pupils enter Reception with lower than average starting points, including poor language acquisition and more often than not, very limited or no English. Our focus is on ensuring these pupils receive high quality teaching and bespoke early interventions. Through accurate tracking of pupils' progress, we aim to ensure that our pupils catch up and keep up throughout their time at Fleecefield.

Through our carefully planned curriculum, we provide pupils with experiences to support not only their academic learning but also with their social and emotional development. The opportunities provided for them, we believe, builds resilience, confidence and a strong sense of self-worth as well as developing their cultural capital.

Our priority for our pupils at Fleecefield, is through both the academic and enrichment opportunities we provide, pupils will gain the knowledge needed, to make informed choices that will have a positive impact on their life chances and the wider community.

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 under-developed oral language skills and vocabulary gaps among our disadvantaged pupils than their peers in Reception and KS1. In 2024, 0% of our disadvantaged pupils were at age related expectations in speaking when they entered Reception, compared with the cohort figure of 31%. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.
2	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all our children to work with high quality, expert practitioners daily. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom. 2024 data continues to show a gap between PP pupils and NPP in reading, writing and maths across the school. This is compounded by the increase in mobility across all phases.
3	Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic and subsequent cost of living crisis. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives. This is compounded by the increase in mobility across all phases. <i>The school's deprivation indicator is significantly higher than the national average (in quintile 5 of all schools)</i>
4	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of

	the impact of socio-economic (and other) disadvantages on their lives over time. This is compounded by the increase in mobility across all phases. Our overall attendance in 2025/26 (93.34%) is below national (94.89%) and below the schools' own target of 96%. Our school attendance for PP pupils (94.51%) is higher than national (88.9%) compared in NPP (95.81%) however, persistent absenteeism (11%) is significantly below national (20.7%). Attendance for all our pupils still needs to be maintained and for groups improved which is why whole school attendance and persistent absenteeism remains a focus of this current plan - we know pupils experiencing success in the classroom is key to improving their life chances. This is compounded by the increase in mobility across all phases.
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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 language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	Reading and writing outcomes in 2026/27 are consistently in line with or above London averages.
Improved maths attainment for disadvantaged pupils at the end of Early Years, KS1 & KS2.	Maths outcomes in 2026/27 are consistently in line with or above the London averages.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overarching all strategies/activities: Partially fund AHT to work under the direction of Associate HT to provide daily opportunities for internal skills sharing/ modelling/ coaching and collaborative planning with subject leaders, class teachers.	Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://evidencebased.education/great-teaching-toolkit-cpd/	All
Continue to fund ongoing high-quality teacher training by Early Excellence Continue to embed high quality adult/child interactions in the early years and across the school Continue to enhance our language rich learning environments	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Supporting Communication and Language in the Early Years Education Endowment Foundation https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children Teaching by Listening: The Importance of Adult-Child Conversations to Language Development	All

	Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/ Professor Julie Fisher – ‘Interacting or Interfering’ https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project	
Embed well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, think pair share, Say it again better, explicit vocabulary teaching, show me boards and scaffolding and modelling. Embed collaborative learning strategies to develop children’s oracy skills across the curriculum. High quality training, support and QA focused on: • Cold calling • Show me boards • Modelling • Think, pair, share • Say it again better	How teachers teach is crucial to gaining effective outcomes for children. Strategies such as shared goals, collaborative learning, personalised learning and making explicit links go a long way to creating effective outcomes. Evidence-informed Teaching Strategies – Walkthrus https://www.walkthrus.co.uk/ Collaborative learning “Understanding is fostered through discussions and collaboration.” - Jerome Bruner https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice	All

• Retrieval • Sentence stems • Effective use of templates for discussion across the curriculum (ordering, sorting and ranking) • ECASS/ELKLAN training/strategies • Verbo • Mixed ability pairing	https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy https://www.jct.ie/perch/resources/english/classroomtalk-whattheresearchsays.pdf https://researchschool.org.uk/billesley/news/ https://evidencebased.education/great-teaching-toolkit-cpd/ https://ecass.org.uk/ <i>Collaborative Learning Approaches EEF</i>	
In reading, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's fluency and comprehension skills High quality training, support and QA for teachers focused on priorities: • Teacher Talk (the teacher modelling their own thinking) and Student Talk to develop fluency and comprehension • Ensure teachers are using the unseen text lesson as an opportunity for further teacher modelling and to support to develop their pace and stamina	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies Why focus on reading fluency?	All

	https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=A%20fluent%20reader%20is%20one,those%20resources%20available%20for%20comprehension. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
In writing, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of high-quality sentence structure High quality training, support, QA and skills sharing for teachers focused on priorities: Teacher Talk - the teacher modelling their own thinking while modelling writing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: - Explicit teaching of metacognition strategies - Teachers modelling their own thinking to demonstrate metacognition strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	All
Fund subject leader and teacher release time to access Maths Hub training/ resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	All

Embed the NCETM Mastering Number programme for Reception and KS1 from September 2025, and KS 2 from September 2026 High quality training, support, QA and skills sharing for teachers focused on priorities: • Teacher Talk - the teacher modelling their own thinking while modelling methods • Continue to focus on one method per lesson and ensure consistently simple and effective maths lesson structure • Embed the use of task planners	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-mathematical-thinking Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) RWI Leader to provide weekly coaching and training for support staff delivering RWI. Regular External Training led by experienced RWI consultant 3 x a year for staff across the school Additional reading sessions targeted at educationally disadvantaged pupils who require further support (1:1 and group sessions) Language for thinking intervention for targeted pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support https://www.ruthmiskin.com/programmes/phonics/ Reading Comprehension Strategies - EEF Oral Language intervention EEF	All

Run daily times tables interventions for year 3, 4 and 5 pupils targeted at educationally disadvantaged pupils in maths	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	All
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,403

Activity	Evidence that supports this approach	
Partially fund the schools' afternoon nurture provision. To continue to access mentors/play therapy through ECP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) Children who attend NG have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school. International Journal of Nurture in Education – NurtureUK https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/	All

Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families	Initial evidence suggests that in trauma informed schools, there is a positive effect on pupils who are more able to reflect on their own feelings and develop more skills relating to self-regulation. This supports and promotes positive mental health for pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings	
To provide enrichment activities to support the development of children's Social and Emotional Wellbeing	Children to have opportunities such as access to free Breakfast Club and experiences to build on their cultural capital- trips, stem projects, author visits, projects across the Trust to ensure that the gap between disadvantage and non-disadvantaged pupils resources provision at home is diminished School inspection handbook - GOV.UK (www.gov.uk) Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	
Embed the principles of good practice set out in the DfE's advice and Marc Rowland's publication. Ensure continued high-quality leadership of the attendance team and make excellent use of our highly skilled Trust EWO and AHT for Inclusion to work with our vulnerable families to break down barriers to improve attendance.	https://www.onecornwall.co.uk/_site/data/publications/attendance_booklet/index.html - Marc Rowland The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	All

Ensure strong leadership of 3 key teams within the school: 1. SEND – Jointly led by AHT Inclusion 2. Safeguarding, behaviour and pastoral – led by DSL 3. Attendance – Led by AHT	The Power of Teams. How to Create and Lead Thriving School Teams – Sam Cromes <i>The Power of Teams</i> explores evidence from across sectors, including education, to find out what high-performing teams share, and how we can adapt the most effective teamwork strategies to the unique environment of a school. The book outlines a model of teamwork factors that contribute to truly thriving teams, with theory, research, tangible actions for school teams, and a range of expert voices who contribute their experience in case studies. Effective teamwork leads to purpose, belonging, trust, learning, and, ultimately, high performance. When we better understand the nuances of how teams can thrive, we discover the real Power of Teams.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £204,784

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025 - 2026

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

Attendance:

Attendance at Fleecefield in 2025/26 for all pupils 93.6%, is broadly in line with the figure for PP pupils 93.2% reflecting the work to prioritise the attendance of disadvantaged pupils. This remains higher than the national PP attendance for all children in school which was 89.1%

Key Stage 2 SATs

	Key Stage 2 SATs									
	Reading		Writing		Mathematics		GPS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National PP 2026	63%	19%	60%	7%	62%	15%			49%	4%
Fleecefield PP 2026	71%	6%	74%	6%	77%	16%	55%	10%	58%	3%
National PP 2025	63%		59%		61%		60%		46%	
Fleecefield PP 2025	68%	26%	68%	16%	68%	16%	68%	21%	51%	
National PP 2024	62%		58%		59%		59%		46%	
Fleecefield PP 2024	60%		64%		68%		60%		52%	
National PP 2023	60%		58%		59%		59%		44%	
Fleecefield PP 2023	59%		64%		66%		59%		45%	

Outcomes for disadvantaged pupils are strong and demonstrate continued improvement. In 2026, disadvantaged pupils achieved above national disadvantaged outcomes at the expected standard in reading, writing, mathematics and combined RWM. Outcomes in writing and mathematics are particularly strong, reflecting the school's continued ambition to secure high achievement for disadvantaged pupils.

- Reading remains a significant strength, with 83% of disadvantaged pupils reaching the expected standard in 2026, compared with 63% nationally.
- Strong outcomes are evident in writing, with 75% reaching the expected standard, compared with 60% nationally.
- Mathematics outcomes are particularly strong, with 83% reaching the expected standard, compared with 62% nationally.
- Combined attainment is strong, with 71% of disadvantaged pupils achieving the expected standard in reading, writing and mathematics, compared with 49% nationally.
- Higher attainment is also a strength, with 29% achieving greater depth in reading and 29% achieving the higher standard in GPS.
- Outcomes over time demonstrate sustained strength, with disadvantaged pupils at Brettenham generally achieving above national disadvantaged outcomes across the core subjects.

Early Years Foundation Stage

Disadvantaged pupils achieve strongly in the Early Years.

At the end of Reception in 2026, 70% of Pupil Premium pupils achieved a Good Level of Development (GLD), compared with the published national figure of 51.3% for disadvantaged pupils in 2024/25. This represents attainment 18.7 percentage points above the national disadvantaged figure.

Phonics Screening Check

Disadvantaged pupils achieve exceptionally strong outcomes in phonics.

In 2026, 86% of Pupil Premium pupils passed the Phonics Screening Check, this was also 19 percentage points above the national disadvantaged figure of 67%, demonstrating the strong outcomes achieved by disadvantaged pupils in early reading.

Multiplication Tables Check

Disadvantaged pupils achieve highly in the Multiplication Tables Check.

Pupil Premium pupils achieved an average score of 23.9, which was in line with the achievements of non-Pupil Premium pupils within the school. Furthermore, 67% of disadvantaged pupils achieved the maximum score of 25/25, outperforming non-Pupil Premium pupils within the school by 7 percentage points. These outcomes compare very favourably with the national disadvantaged figures of an average score of 19.3 and 37% achieving full marks.

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Mastering Number	Maths Hub
Early Years Training	Early Excellence

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations of all staff and pupils** and a clear and shared understanding of what constitutes high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. .

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.

Some families find it very difficult to engage with school life, and as a school, we support a community that faces a range of challenges. Our PP numbers do not reflect the high level of needs of our most disadvantaged families who have no recourse to public funds and are therefore not eligible for free school meals. Everything we do is framed around supporting our families, ensuring inclusion and addressing the disadvantages of all our children.

Finally, to enable all learners can access and achieve their potential through our curriculum, we focus on giving **clarity** and being **consistent** in all we deliver to ensure all learners have increased **confidence** in their own abilities.