

## Pupil premium strategy statement – Felix Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

| Detail   | Data           |
|--|----------------|
| Number of pupils in school   | 209            |
| Proportion (%) of pupil premium eligible pupils  | 40%            |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2025-2028      |
| Date this statement was published  | December 2025  |
| Date on which it will be reviewed  | May 2026       |
| Statement authorised by  | Leon Hall      |
| Pupil premium lead   | Leon Hall      |
| Governor / Trustee lead  | Penny Shephard |

## Funding overview

| Detail   | Amount       |
|--|--------------|
| Pupil premium funding allocation this academic year  | £ 143,925.00 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £            |
| <b>Total budget for this academic year</b><br><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> | £143,925.00  |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Ultimate Objectives for Disadvantaged Pupils**

Our core aim is to narrow the attainment gap between disadvantaged pupils and their peers by ensuring every child has access to high-quality teaching, targeted academic support, and enriching wider opportunities. Specifically, we want disadvantaged pupils to:

- Achieve academic outcomes in line with or exceeding national expectations.
- Develop strong literacy and numeracy foundations.
- Build resilience, confidence, and aspiration.
- Access a broad and balanced curriculum, including cultural and enrichment experiences.
- Leave school well-prepared for the next stage of education with strong foundational knowledge.

#### **How Our Current Strategy Works Towards These Objectives**

Our strategy is built around the EEF's tiered approach, ensuring a balanced and evidence-informed use of Pupil Premium funding:

- **Tier 1: High-Quality Teaching**
  - Investment in staff CPD focused on adaptive teaching, formative assessment, and inclusive practice.
  - Curriculum development to ensure coherence, ambition, and accessibility for all learners- with a sharp emphasis on foundational knowledge.
- **Tier 2: Targeted Academic Support**
  - Small-group and one-to-one interventions in literacy and numeracy and THRIVE
  - Use of diagnostic assessments to identify gaps and tailor support.
  - Deployment of teaching assistants trained in evidence-based approaches.
- **Tier 3: Wider Strategies**
  - Attendance monitoring and mentoring programmes.
  - Pastoral support, including counselling and SEMH interventions.
  - Subsidised access to trips, clubs, and enrichment activities to build cultural capital.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Low academic attainment in core subjects:</b> Many of our disadvantaged pupils have lower attainment in reading, writing, and maths. Gaps in phonics, vocabulary, and number fluency persist across key stages. We know this because of statutory tests, but also internal data and assessments, all of which are done termly. This intelligent data has informed senior leaders that many disadvantaged pupils are not secure with foundational knowledge.</p>   |
| 2                | <p><b>Social, Emotional, and Mental Health Needs:</b> Many pupils face social, emotional, and mental health challenges, including anxiety and low self-esteem, which affect engagement and learning. THRIVE assessments, as well as our evidence from MyConcern, show us that a higher proportion of disadvantaged children have social, emotional and mental health needs, than their peers, including those children who have had Adverse Childhood Experiences.</p>  |
| 3                | <p><b>Attendance:</b> Persistent absence and poor punctuality are more common among disadvantaged pupils, limiting access to learning and enrichment.</p>   |
| 4                | <p><b>Limited Cultural Capital:</b> Reduced exposure to cultural experiences and enrichment activities impacts vocabulary, background knowledge, and aspirations.</p>   |
| 5                | <p><b>Speech and Language/ Vocabulary acquisition</b> Speech and Language Wellcomm assessments, observations and conversations with children indicate gaps in oral language skills and vocabulary for many disadvantaged pupils. These are evident from Reception to Year 6 and impact upon the child's ability to access the curriculum. Whilst we have seen the positive impact of approaches such as Wellcomm we still require consistency of intervention for children with Speech and Language needs and we will need to measure this impact over time</p>   |
| 6                | <p><b>SEN</b> A significant challenge for our school is that 64% of pupils eligible for Pupil Premium funding are also identified as having Special Educational Needs and Disabilities. These pupils face substantial barriers to learning, with the highest area of need being Speech, Language and Communication (SLCN). This impacts their ability to access the curriculum, engage in classroom dialogue, and develop literacy skills, which are critical for academic success. Addressing these barriers requires targeted interventions, specialist support, and a strong focus on inclusive teaching strategies.</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  |
|--|---|
| Improve quality of teaching and learning – | <ul style="list-style-type: none"> <li data-bbox="578 1998 1324 2070">✓ All teaching staff engage in regular, high-quality CPD focused on evidence-informed practice</li> </ul> |

|  |  |
|--|--|
| <b>high quality teaching and adaptation</b>                        | <ul style="list-style-type: none"> <li>✓ Lesson observations and learning walks show consistent use of adaptive teaching strategies- The Felix Way- 5 part lesson. This is based on the science of learning.</li> <li>✓ Disadvantaged pupils experience high-quality instruction across all subjects, leading to improved engagement and outcomes.</li> <li>✓ Staff confidence and expertise in inclusive and responsive teaching increases, as measured through feedback and appraisal.</li> <li>✓ All staff receive targeted CPD on adaptive teaching and inclusive strategies consequently children with SEN will have adaptations in place that enable them to access the curriculum and focus on the most urgent knowledge they need to learn.</li> </ul> |
| <i>Improve academic achievement in: reading, writing and maths</i> | <ul style="list-style-type: none"> <li>✓ Disadvantaged pupils make at least expected progress in reading, writing, and maths.</li> <li>✓ Gap in attainment between disadvantaged and non-disadvantaged pupils narrows year-on-year</li> <li>✓ Pupils demonstrate improved fluency, comprehension, and confidence in core subjects.</li> <li>✓ Gaps in foundational knowledge will reduce significantly</li> </ul>  |
| Improve SEMH needs   | <ul style="list-style-type: none"> <li>✓ Identified pupils show improved engagement, behaviour, and emotional regulation.</li> <li>✓ Reduction in behaviour incidents and increased participation in learning.</li> <li>✓ Positive feedback from pupil voice, staff observations, and wellbeing surveys.</li> </ul>  |
| Improve attendance   | <ul style="list-style-type: none"> <li>✓ Persistent absence rates for disadvantaged pupils reduce to below national average.</li> <li>✓ Overall attendance for disadvantaged pupils improves to 95% or above.</li> <li>✓ Increased punctuality and fewer unauthorised absences.</li> <li>✓ Increase % of disadvantaged pupils being in school for 95% of the time</li> </ul>   |
| Improve cultural capital   | <ul style="list-style-type: none"> <li>✓ Disadvantaged pupils access a range of enrichment activities, including trips, clubs, and cultural experiences.</li> <li>✓ Pupils demonstrate broader vocabulary, improved background knowledge, and increased aspiration.</li> <li>✓ Participation in extracurricular activities is tracked and increases over time.</li> </ul>  |
| Speech and language  | <ul style="list-style-type: none"> <li>✓ Speech and Language Wellcomm assessments, observations and conversations with children indicate gaps in oral language skills and vocabulary for many disadvantaged pupils. These are evident from Reception to Year 6 and impact upon the child's ability to access the curriculum. Whilst we have seen the positive impact of approaches such as Wellcomm we still required consistency of intervention for children with Speech and Language needs and we will need to measure this impact over time.</li> </ul>  |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,845

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Implement a coaching model to improve the quality of teaching. This will involve the use of Step lab and the introduction of the Felix way lesson structure.</i></p> | <p>EEF “Effective Professional Development guidance” report states that quality CPD should be based upon ‘mechanisms’ which- “build knowledge, motivate staff, develop teaching techniques and embed practice.”</p> <p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. (Sutton Trust 2011)</p>   |                               |
| <p><i>Phonics- improve the quality of phonics provision through high quality RWI CPD and continual monitoring to ensure fidelity to the scheme.</i></p>                    | <p>EEF Toolkit 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>We are implementing the use of the Read, Write, Inc reading books recommended by the DfE and meeting the Ofsted Framework: “At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge” (Ofsted Framework, updated July 2021)</p> |                               |
| <p><i>Reading – improve the quality of the teaching of reading comprehension.</i></p>  | <p>According to the <b>Education Endowment Foundation (EEF)</b>, teaching reading comprehension strategies delivers an <b>average of +7 months’ additional progress</b> for pupils, making it one of the most cost-effective interventions for closing the attainment gap</p>   |                               |
| <p><i>Writing (foundational knowledge)</i></p>   | <p>Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.”</p> <p>Extensive practice and explicit teaching of transcription skills (spelling and handwriting) are recommended to build fluency.</p>   |                               |

|                                       |  |  |
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|                                       | Research confirms that explicit spelling instruction combined with practice significantly improves writing quality and accuracy, especially for struggling writers.  |  |
| <i>Maths (foundational knowledge)</i> | EEF guidance recommends manipulatives as powerful tools for supporting conceptual understanding, especially for disadvantaged and SEND pupils. They help pupils “see” the maths, externalise their thinking, and communicate reasoning.  |  |
| <i>Foundational knowledge</i>         | <p>The Education Endowment Foundation (EEF) highlights that prior knowledge is one of the most crucial factors influencing a person’s ability to learn. Pupils make sense of new ideas by connecting them to what they already know. Without strong foundations, misconceptions are more likely to occur, and learning becomes fragmented.</p> <p>Committing key facts to long-term memory helps pupils integrate new ideas into existing mental models (schemata), supporting deeper understanding and progression to complex concepts.</p> |  |

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

Budgeted cost: £9,428

| Activity                          | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------------------------------|--|-------------------------------|
| THRIVE interventions              | Thrive is a whole-school strategy rooted in neuroscience and child development theory, designed to help pupils regulate emotions and build resilience. It combines universal and targeted interventions to support mental health and readiness to learn  |                               |
| <i>Phonics catch up programme</i> | EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components  |                               |
| <i>WellComm</i>                   | ‘Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. WellComm can help you to turn this around.’ ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in communication and |                               |

|  |   |  |
|--|---|--|
|  | language approaches make approximately six months' additional progress over the course of a year' EEF Toolkit |  |
|--|---|--|

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

Budgeted cost: £61,652

| <b>Activity</b>                                      | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Enrichment activities</i>                         | Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF)   |                                      |
| <i>Breakfast clubs</i>                               | DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 Schools reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club Schools generally reported perceived improvements in concentration and in behaviour from pupils attending breakfast clubs. Some special schools reported that breakfast clubs supported learning and helped pupils to adapt to changes in their routine –   |                                      |
| <i>Attendance incentives and recognition systems</i> | Research indicates that positive reinforcement and recognition can improve attendance, particularly when combined with clear expectations and strong relationships (EEF, Improving Attendance Guidance). Attendance incentives are most effective when they are part of a wider attendance strategy that includes consistent monitoring, early intervention, parental engagement and pastoral support.<br><br>The DfE highlights that disadvantaged pupils are disproportionately affected by poor attendance, which has a direct impact on academic attainment, |                                      |

|  |   |  |
|--|---|--|
|  | <p>wellbeing and long-term outcomes. Schools that use regular tracking, visible celebration of success and targeted rewards see improved engagement and attendance over time, particularly for pupils with historically low attendance.</p> <p>At Felix, attendance incentives will be used alongside robust monitoring and pastoral follow-up to support disadvantaged pupils to attend more regularly and access learning consistently.</p> |  |
|--|---|--|

**Total budgeted cost: £143,925.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance for disadvantaged pupils: 87.3% National: 92.6%

Suspensions (1 or more): 9.91% National 2.3%

Reading, writing, maths expected standard Year 6: 32% National: 62%

Reading: 41% National 63%

Writing: 51% National 72%

Maths: 51% National 61%

EGPS: 50% National 60%

MTC: average 22.5

Phonics: 54%

This academic year has marked a pivotal moment in our journey to improve outcomes for disadvantaged pupils. Through a series of strategic decisions—grounded in evidence and aligned with the Education Endowment Foundation's tiered approach—we have laid strong foundations for sustainable improvement. While the attainment gap is not yet visibly closing, early indicators suggest we are moving in the right direction. Our renewed focus on high-quality teaching, targeted support, and wider pastoral strategies is beginning to drive positive change, and we remain committed to ensuring every pupil has the opportunity to thrive. However, attainment gaps remain, and further work is needed to raise outcomes for disadvantaged pupils at a broader scale.

Phonics training was implemented alongside the purchase of new resources. Staff have been upskilled, and early signs of improvement are evident. However, the gap in phonics attainment persists, and this area will remain a key priority in the coming year.

A new writing scheme was introduced, accompanied by training focused on transcription and foundational writing skills. Dedicated time was built into the school day to support skill development. While improvements in basic writing skills are emerging, gaps remain in spelling and grammar which will be a focus this year.

A new whole-school curriculum was written, drawing on purchased schemes to support teacher subject knowledge. As a result, pupils now access a broad and balanced curriculum, and pupil voice indicates growing knowledge across a wide range of subjects. This has strengthened teaching and learning across the school.

The use of NTS assessments has enabled more accurate teacher judgments and informed planning. These assessments will continue to support data-driven decision-making and targeted intervention.

SEND training has supported staff in applying the graduated approach more effectively. Given the significantly high proportion of SEND learners, this remains a priority. Teaching assistants have received extensive training, and their impact on pupil outcomes is increasingly positive. However, precision in intervention delivery requires further development.

Enrichment opportunities have broadened pupils' experiences and increased access to cultural capital. This will continue to be a focus, ensuring disadvantaged pupils benefit from a wide range of opportunities beyond the classroom.

The introduction of the STEPS behaviour framework has led to improved consistency across the school. While progress is evident, embedding this approach further remains a priority.

Attendance for disadvantaged pupils remains below national averages, with a notable gap. Strategies are in place to monitor attendance frequently and raise its profile as a whole-school responsibility. However, more work is needed to improve attendance and reduce persistent absence among disadvantaged learners.

### Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

|   |
|---|
|   |
| <b>The impact of that spending on service pupil premium eligible pupils</b> |

### Further information (optional)

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