

# Pupil premium strategy statement – Pye Green Academy

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	413 (primary age pupils)
Proportion (%) of pupil premium eligible pupils	26%
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> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Yates - Headteacher
Pupil premium lead	Ellen Scott
Governor / Trustee lead	Charlie Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 31,632.60
<b>Total budget for this academic year</b> <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>	£179,032.60

# Part A: Pupil premium strategy plan

## Statement of intent

**The effective use of the Pupil Premium Grant underpins all elements of Pye Green’s vision and core values. We believe that all pupils can thrive—regardless of their background or the challenges they may face—when given the right support. Our goal is to strengthen provision and maintain high-quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others over time.**

Our approach to supporting disadvantaged learners permeates every aspect of teaching and learning to ensure an equitable model that provides additional support, guidance, and challenge for disadvantaged pupils in all lessons. All staff take responsibility for raising expectations and securing positive outcomes for these learners. We have appointed ‘Pupil Premium Champions’ who regularly conduct pupil voice activities with disadvantaged learners to ensure their views are heard, understand their engagement with school, and develop plans to overcome barriers to learning.

We recognise that these barriers may include academic, familial, behavioural, social, and emotional needs, and we work closely with families and carers to address them. We aim to achieve proportional representation for disadvantaged pupils in all aspects of school life, ensuring they are challenged in lessons and engaged in wider experiences beyond the classroom. This approach helps them develop the skills needed to succeed both in school and in life.

We will utilise robust diagnostic assessment strategies to accurately identify and address challenges faced by vulnerable pupils—whether individual or group-based. Early identification and intervention are key, and we adopt a “keep up, not catch up” strategy. High-quality teaching is prioritised, and staff consistently implement effective, evidence-informed strategies across all subjects.

Our Pupil Premium strategy includes a sharp focus on targeted group interventions and opportunities to extend and consolidate learning, helping pupils develop deep, secure understanding and transfer skills effectively. To ensure successful implementation, evidence-informed research and strategies will be used to support the most disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication and Language</b></p> <p>Assessments, observations, and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Attainment gap between disadvantaged and non-disadvantaged pupils in writing</b></p> <p>Data analysis indicates a broad gap between the attainment of disadvantaged learners and non-disadvantaged learners in writing on entry to Reception. By the end of the KS2, this gap has not closed as much as in other areas of learning.</p> <p>Gap between disadvantaged and non-disadvantaged at the end of <u>KS2</u>:</p> <p>2022-2023 – PGA -16%</p> <p>2023-2024 – PGA -31%</p>
3	<p><b>Attendance – persistent absence</b></p> <p>Significant work has been dedicated to closing the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>At the end of the academic year 2023-2024, the gap between disadvantaged learners and all pupils for attendance was -0.8%</p> <p>However, there continues to be a gap for persistence absence between disadvantaged learners and their peers.</p> <p>2023-2024 – 9% gap for persistent absence (21.7% PP)</p> <p>This, in turn, has a negative impact on progress</p>
4	<p><b>Safeguarding and wellbeing</b></p> <p>A high proportion of our vulnerable children and families present with complex safeguarding issues. These issues, in turn, can lead to complex and significant social and emotional difficulties for pupils that impact on their wellbeing and ability to succeed at school</p>
5	<p><b>Cultural capital</b></p> <p>Pupil voice, observations and internal monitoring of engagement in wider experiences indicates that our disadvantaged learners are less likely to be exposed to the cultural capital that can develop their aspirations, creativity and confidence.</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
To develop the oracy skills of pupils at Pye Green so that they can demonstrate the four key skills of the oracy framework (Talking Classrooms)	Disadvantaged pupils use their voice and participate fully in the curriculum. They can communicate their thoughts and needs using age-appropriate sentence stems from the Talking

<p>To significantly improve the language acquisition and vocabulary skills of disadvantaged pupils within the Early Years and across Key Stage 1</p>	<p>Classrooms progression map unless they have a specific communication difficulty.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving their age-related stage on WellComm assessments (Stage 9) on their final EYFS or subsequent assessments</p>
<p>To significantly narrow the gap between disadvantaged pupils and their peers in writing</p> <p>To improve the number of disadvantaged pupils reaching an age-expected level of writing</p>	<p>For published data to show a closing of the attainment gap for disadvantaged pupils in writing in EYFS GLD results, Year 1 Phonics, Year 2 SATs (where applicable) and Year 6 SATS</p> <p>Triangulated evidence will show PP pupils are challenged effectively within the classroom</p>
<p>To lower the persistent absence rates of disadvantaged learners and close the gap with non-disadvantaged peers</p>	<p>Persistent absence figures will decline from previous years for PP pupils (21.7% in 2023-24)</p> <p>The gap for persistent absence rates will close (Gap 9% in 2023-2024)</p>
<p>To ensure that our vulnerable learners and their families receive timely support to meet their needs and overcome barriers</p>	<p>Barriers to learning are removed through timely referrals and early support so that pupils attend school and can thrive and make good progress to be in line with their peers</p> <p>The social, emotional and behavioural needs of disadvantaged learners are met (evidenced with data tracking tools i.e. Family Star and PASS where applicable)</p>
<p>To provide a wide variety of opportunities for pupils to participate in meaningful experiences beyond the national curriculum and ensure proportional representation of our disadvantaged learners</p>	<p>PP pupils will be proportionately represented in school life – clubs, representative bodies and wider curriculum experiences.</p>

## 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: £ 51,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>C.P.D. for all teachers to ensure teaching is good or better in every classroom and that pupils are developing their oracy skills.</p> <p>Focus on adaptive teaching, assessment for learning, sticky knowledge</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p><b>EEF Teaching and Learning Styles</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Continued phonics CPD 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Work with RADY (Raising Attainment of Disadvantaged Youngsters)</p> <p>Beacon Schools Project</p>	<p>The development of an effective pupil premium strategy should be cyclical and be considered an integral part of existing school development planning. A strong, cohesive approach ensures that all staff are responsible for the progress of disadvantaged learner and creates a culture of support</p> <p><b>Using your Pupil Premium Funding Effectively</b>  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	All
<p>Talking Classrooms (creating a culture of oracy)</p>	<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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Purchasing of high-quality curriculum</p>	<p>Recommends that spelling is explicitly taught and that diagnostic assessment should focus effort on the spellings that pupils are finding difficult.</p>	1 and 2

resources to facilitate pupil outcomes	<p><b>EEF Improving Literacy in KS2</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>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><b>EEF Phonics Toolkit</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>EEF Mastery Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 64,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm – continued CPD and resources to improve expertise and capacity in delivering WellComm interventions Provide regular focused intervention groups using the WellComm program across EYFS-YR1.	<p><b>EEF Oral Language Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Evidence for Oral Language Interventions +5 months progress per year.</p>	1, 2 and 5
Small Group Targeted Tuition inc. additional employment of a teacher for 2 days	<p><b>EEF Teaching and Learning Toolkit</b>            Small Group Tuition has a low cost, higher gain  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><b>EEF Making a difference with effective tutoring</b>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	1 and 2
One-to-one tuition	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><b>EEF One to One Tuition</b>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1 and 2

<p>Deliver focused specific interventions groups weekly for; <u>Literacy</u> – One minute reading, RWInc Fresh Start and RWInc phonics, EPATT</p>	<p>1:1 Tuition &amp; small group work +5 months  <b>EEF – Using your Pupil Premium Funding Effectively</b>  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><b>Lee Elliot Major &amp; Steve Higgins – ‘What Works</b>  +5 months Mastery Learning / Catch-Up intervention</p> <p><b>EEF Teaching Assistant Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>SCC Families First Teaching reading, writing and spelling to children and young people with literacy difficulties  <a href="https://www.staffordshire.gov.uk/education/Staffordshire-Literacy-Guidance-2021.pdf">Staffordshire-Literacy-Guidance-2021.pdf</a></p>	<p>1</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 62,532.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of full-time pastoral support teaching assistants</p>	<p>Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils.  <b>EEF Improving Behaviour in Schools</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.  <b>Working with Parents to Support Children’s Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>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):  <b>EEF Social and Emotional Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EEF Attendance Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>3, 4 and 5</p>
<p>Training and resourcing of Forest School area to engage pupils in collaborative learning</p>	<p>Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning</p>	<p>1, 4 and 5</p>

	<p><b>Council for Outside Learning</b>  <a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a></p> <p><a href="https://www.lotc.org.uk/">Collaborative learning approaches   EEF</a>  <a href="https://www.lotc.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	
<p>ELSA – emotional literacy support training for lead staff member</p> <p>Relationships and Restorative practice training for lead staff member</p>	<p><a href="https://www.lotc.org.uk/">Social and emotional learning   EEF</a>  <a href="https://www.lotc.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.lotc.org.uk/">Metacognition and self-regulation   EEF</a>  <a href="https://www.lotc.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	1 and 4
<p>Subsidise extra-curricular activities, clubs, visit &amp; experiences Cover time for – School Council &amp; Children’s University Leader Artists, performers &amp; sports specialist programs</p>	<p><b>EEF Arts Participation</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3 and 5
<p>Pupil Premium Champions – Staff mentoring</p>	<p>Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils.</p> <p><b>EEF Improving Behaviour in Schools</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><b>Working with Parents to Support Children’s Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>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):</p> <p><b>EEF Social and Emotional Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3,4 and 5
<p>Breakfast Club</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year.</p> <p><b>EEF Breakfast Clubs found to boost primary pupils’ reading, writing and maths</b>  <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	3, 4 and 5
<p>Embedding principles of good</p>	<p><a href="https://publishing.service.gov.uk">Working together to improve school attendance (applies from 19 August 2024)</a> (publishing.service.gov.uk)</p>	3

<p>practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p><a href="https://publishing.service.gov.uk">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Removing barriers to learning fund – e.g purchasing of correct PE kit to attend clubs etc.</p>	<p><b>EEF Using your Pupil Premium Funding Effectively</b></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>3, 4 and 5</p>
<p>Leading parent partnership award</p>	<p><a href="https://publishing.service.gov.uk">Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4 and 5</p>
<p>Pupil Attitudes to Self and School (PASS) – GL Assessment</p>	<p><b>EEF Improving Behaviour in Schools</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><b>EEF Social and Emotional Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3 and 4</p>
<p>Outcomes Star Family Star</p>	<p>Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils.</p> <p><b>EEF Improving Behaviour in Schools</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><b>Working with Parents to Support Children's Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>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):</p> <p><b>EEF Social and Emotional Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EEF Attendance Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>3,4 and 5</p>

**Total budgeted cost: £ 179,032.60**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Priority 1 – Communication and Language

WellComm interventions are implemented to support disadvantaged learners who are working below their chronological age in language processing and understanding. These interventions are primarily used across EYFS and, where appropriate, in Year 1.

In the 2024/25 Reception cohort, **50% of pupils eligible for Pupil Premium (PP) are on the SEND register**, with half of these pupils having an EHCP. By the end of Reception, 25% of disadvantaged learners achieved both Early Learning Goals (ELGs) in Communication and Language (C&L).

Of the eight pupils who completed the WellComm intervention, school actions enabled **five pupils to reach age-related expectations by the end of EYFS**. The remaining three pupils will continue to receive WellComm support in Year 1 to close gaps and ensure their understanding meets age-related expectations.

Internal and external monitoring of Early Years provision confirms that learning environments are language-rich and that adult interactions promote meaningful talk.

In October 2025, all staff received training from *Talking Classrooms* to develop oracy across the school. As a result, all classrooms now display sentence stems appropriate to each stage of learning to encourage structured talk. These are beginning to be integrated into lessons and used by pupils throughout the school. The impact will be monitored by SLT during the academic year using a triangulated approach.

#### Priority 2 – Attainment gap between disadvantaged and non-disadvantaged pupils in writing

##### Gap between disadvantaged and non-disadvantaged learners in writing at the end of KS2:

- **2022–2023:** PGA –16%
- **2023–2024:** PGA –31%
- **2024–2025:** PGA –9% (Previous academic year)

##### Actions Taken (2024–2025)

- Carefully planned **CPD** for staff focused on data analysis and strategic actions.
- Internal and external **writing moderation** ensured consistency in judgments.
- Staff collaborated across year groups to **quality assure** assessments.
- CPD on **adaptive teaching**, led by an external provider, equipped staff with strategies to adjust practice in real time to meet learners' needs.
- Positive impact observed during lesson visits.

##### Impact

- The gap in writing outcomes at the end of KS2 **closed by 22% compared to the previous year**.
- **Pupil Premium attainment in writing increased by 26%**.

## Phonics

- **78% of Pupil Premium pupils passed the PSC in 2025**, which is **11% higher than the national average for disadvantaged learners**.
- The gap between disadvantaged and non-disadvantaged learners at Pye Green is **smaller than the national gap**:
  - **Pye Green gap: 10%**
  - **National gap: 17%**

## Priority 3 - Attendance – persistent absence

**Significant work has been undertaken to carefully monitor attendance and implement both school-wide and individualised strategies aimed at improving the attendance of disadvantaged students.**

These strategies have successfully raised attendance among disadvantaged learners, resulting in overall attendance for this group being above the national average.

- **Breakfast Club:** 55% of daily attendees are pupil premium pupils, representing 27% of our PP learners across the school.
- **Persistent Absence (PA):** The PA figure increased from **21.7% in 2023–2024** to **24.6% in 2024–2025**.
  - 6 pupils were not of statutory school age.
  - A further 6 pupils left during the academic year, but their attendance still counted towards the overall figure.
  - 1 pupil was new to the school and had a small number of absences; however, due to the weighting against their days in attendance at Pye Green, they were classified as PA.
  - 1 pupil was on an agreed reduced timetable.
  - Of the remaining 24 pupils at Pye Green:
    - 9 were receiving family support.
    - 19 accessed pastoral support to address barriers to learning and attendance.
- **Current Year (2025–2026):**  
Persistent absence figures for this academic year have decreased to **16.5%**. The PP lead and attendance team have met with families to create action plans and address barriers to attendance for targeted pupils.

## Priority 4 - Safeguarding and wellbeing

**The school's pastoral team is now well-established. Parents and carers regularly request to speak with the team, which also undertakes outreach and proactive work. Together with other school staff, the team ensures that pupils receive the right support at the right time.**

Strong links with local businesses and support agencies are effectively utilised to assist families in need—addressing immediate issues and promoting long-term stability.

### **In the previous academic year:**

- 7 pupil premium (PP) families received food hampers or vouchers from local businesses.
- 8 PP families received Tier 2 support.

- 2 PP families received Tier 3 support.

As a result of meeting social, emotional, and behavioural needs, behaviour points logged for PP pupils show a positive downward trend:

- **2023–2024:** 4.14 points per pupil.

These actions also contributed to overall PP attendance being above the national average for disadvantaged learners:

- **2024–2025 PP attendance:** 94%.

### Priority 5 – Cultural Capital

The school funds **50% of all trips and visits for Pupil Premium (PP) pupils** to ensure participation in a wide range of experiences that help develop cultural capital for life beyond school.

Since 2023, **Careers Week has been celebrated annually**, featuring a diverse range of guest speakers who engage with pupils both in person and online. Disadvantaged learners are given opportunities to discuss trips, visits, and experiences with a member of staff, helping to bridge gaps where these conversations may not occur at home.

As a school, we apply the **RADY (Raising Attainment for Disadvantaged Youngsters)** principle of proportional representation to ensure disadvantaged learners are included in all aspects of school life—such as clubs, representative bodies, speaking roles, and questioning within lessons. **Internal data confirms that this representation aligns with the percentage of PP pupils on roll.**

## 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
Learning by Question	Learning by Question
RWInc	Ruth Miskin Literacy
RADY – Raising the Attainment of Disadvantaged Youngsters	Achieving Equity Foundation
Book in a Box	Book in a Box
EPATT – EP Literacy Approach	Staffordshire County Council
WellComm	GL Assessment
ELSA – emotional literacy support assistant	ELSA Support
WALKTHRU	John Catt Education

Leading Parent Partnership Award	Optimus Education
Grammarsaurus	Grammarsaurus
Jigsaw	Jigsaw PSHE Ltd.
Outcomes Star	Family Star
Pupil Attitude to Self and School	GL Assessment

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Targeted support provided for Service Pupil Premium pupils has been based on individual needs. In particular, this has been required when serving parents are deployed. Pastoral support, including 1:1 sessions, is offered when pupils are struggling to cope due to parents not being in the family home. Pupils have been offered ELSA 1:1 support or small group pastoral support through discussion with parents/carers.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>Pupils have been provided with a mentor which has ensured stability in the school environment and someone to share any concerns with should they arise.</p>

**Further information (optional)**

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