

Pupil Premium Strategy Statement: Paxcroft Primary School

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	269
Proportion (%) of pupil premium eligible pupils	26%
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)	2026-2029
Date this statement was published	2026
Date on which it will be reviewed	2027
Statement authorised by	Ashley Barrington-Wilding Headteacher
Pupil premium lead	Ashley Barrington- Wilding Headteacher
Governor / Trustee lead	Rachel Edmunds Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PPG – £106,050 PPS - £700 PP LAC - £2630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£109,380

Part A: Pupil premium strategy plan

Statement of intent

At Paxcroft Primary School, we believe in 'Every Child, Every Chance'. In our school, all children are 'Proud to Belong' and this underpins every aspect of school life. We strongly believe that learning should inspire, motivate and challenge all children to achieve in all areas. We aspire to equip all our children with the skills and knowledge they need in order to be successful in their future lives.

We are a one and half form entry primary school within the county town of Wiltshire. We have a diverse catchment of children. The percentage of pupils eligible for pupil premium is currently 26%. This is broadly in-line with the national average.

We have an experienced and committed leadership team working with an enthusiastic and dedicated staff team. We believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. We are building a culture of high expectations and achievement for all as well as building positive relationships with our children and families to support social, emotional and mental health needs. We aim to develop a community where we are 'Proud to Belong' and that every child has every chance to thrive and succeed.

Overcoming identified barriers is central to our strategy. We are engaged in an ongoing monitoring and evaluation process to identify these barriers and influencing factors. Once they are identified, the interventions that are required, whether at individual, small group, large group or whole school level are put into place. We use research and proven strategies to guide our decisions on 'why we are intervening' and 'how we will intervene'. A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing, improving teaching and learning.

Our priorities for disadvantaged children are woven into the school's improvement plans and are not regarded as 'add-ons' but critical to the success of all the children in the school. As a school, we will focus on three key priorities:

- We strongly believe our curriculum is our children's opportunity to succeed and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all of our educationally disadvantaged pupils.
- It is vital for a strong curriculum to be delivered at the highest standard from highly-skilled teachers with strong subject knowledge. Quality first teaching is a sharp focus of the leadership team through supportive monitoring and quality assurance. We aim to provide learning environments that are inspiring, engaging, challenging and focussed on children acquiring the knowledge and skills they will need to be successful. This will be coupled with high expectations for all learners, including the disadvantaged, in all their learning.
- Our children have limited opportunities for personal development. This deficit of development can adversely affect children's perception of learning and their level of knowledge that they bring into the classroom. This barrier can stop children making links and contextualising their learning. Further opportunities for personal development will also help to develop strong metacognition and self-regulation in our children. We aim to provide our children with the skills they require to fully engage with the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils have lower oracy, vocabulary and writing skills when they join the school. This includes difficulties with transcription (handwriting and spelling), sentence construction, generating ideas for words and sentences as well as planning and motivation needed to create texts. This has shown to have a significant impact on their writing outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils have lower oracy, vocabulary and reading skills when they join the school. This includes speech and language issues as well as a lack of exposure to a wider range of vocabulary. This has shown to have an impact on their reading fluency and reading comprehension.
3	Assessments show low attainment and slower progress rates made by disadvantaged pupils in maths compared to non-disadvantaged pupils. Our observations and discussions show that the children have gaps in key number facts, misconceptions in key concepts and they find it difficult to retain and recall prior knowledge, which has been taught, as it was not explicitly laid out.
4	Our observations and discussions have noted disadvantaged children, and their families, are experiencing a wide-range of social and emotional difficulties, including medical and mental health issues. Some pupil's physically and emotionally lack self-belief, determination, resilience, and readiness to learn, and therefore, they lack self-motivation and confidence to improve. Many of disadvantaged pupils continue to be affected by the impact of partial school closures during COVID-19 pandemic at a greater extent than their peers.
5	Observations and discussions have shown that pupils have limited experiences beyond their home life and immediate community. In many cases for disadvantaged pupils, there is little opportunity for personal development. Levels of knowledge and 'perceptions' they bring to the classroom are under developed in comparison to non-disadvantaged pupils and can impede their ability to access the curriculum.
6	Our attendance data 2024-2025 indicates that attendance for disadvantaged pupils is 3% lower than attendance for non-disadvantaged pupils. It is close to average when compared to attendance for pupil premium nationally. Persistent absence for disadvantaged pupils is significantly higher than non-disadvantaged pupils and as a result disadvantaged pupils are missing more quality first teaching opportunities than non-disadvantaged pupils.

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 maths attainment for disadvantaged pupils through KS2.	The attainment of disadvantaged pupils will improve over the three years of this strategy statement to be in-line with (or greater than) national averages. The disadvantaged gap will be narrowed in each year group across KS2.
Improve writing attainment among disadvantaged pupils through KS2	The attainment of disadvantaged pupils will improve over the three years of this strategy statement to be in-line with (or greater than) national averages. The disadvantaged gap will be narrowed in each year group across KS2.
Improve reading attainment among disadvantaged pupils	Year 1 Phonics Screening test outcomes will improve over the three years of this strategy to be in line with (or greater than) national averages. The attainment of disadvantaged pupils will improve over the three years of this strategy statement to be in-line with (or greater than) national averages. The disadvantaged gap will be narrowed in each year group across KS2.
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language skills among disadvantaged pupils. This will be triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment. Curriculum design will place reading and vocabulary skills at the core of each subject area. Explicit teaching of tier 1, tier 2 and tier 3 vocabulary throughout all areas of the curriculum with techniques such as dual coding. Targeted pupils to receive high-quality literacy interventions. Attitudes to reading to be developed through 'reading for pleasure' and encouragement of personal reading profiles. There will be reduction of pupil premium in the bottom 20% of readers.
Disadvantaged pupils have an improved and sustained level of well-being. Disadvantaged pupils can demonstrate good learning behaviours as set out in the school culture and behaviour policy. They will work with confidence and resilience in all areas of the curriculum.	Qualitative data from pupil voice, parent surveys and observations will show improved and sustained levels of well-being among children. Children are aware of the school's 3 Rs and the school values. They will be able to model these behaviours around the school and at home. Child discussions, as a part of monitoring, will demonstrate pupils have determination and resilience and know ways to manage their learning so that they are successful. Dedicated Pastoral Support will be utilised to support children with issues in the classroom. Adults model making mistakes frequently and children understand that mistakes lead to learning. Adults use a range of meta-cognitive strategies to build active learners in the classroom. The curriculum develops explicit and frequent opportunities to develop the 3 Rs. Rewards and positive praise are linked to the language of good learning and the 3 Rs.

To provide children with a breadth of experiences that enable them to contextualise their learning, particularly disadvantaged children.	The curriculum will be designed and reviewed to ensure that is broad and balanced with clear links to a breadth of experiences for the children. Teachers will plan a range of visits, hook events and experiences to inspire and enhance learning so that children are able to apply topdown processing and contextualise their learning. A list of 'key experiences and skills' for all children to experience to be interwoven into the curriculum with the aim of these being achieved within the school and the home environment.
To achieve a sustained and improved attendance for all pupils, particularly our disadvantaged pupils.	The school will have sustained higher levels of attendance by the end of this strategy statement demonstrated by: • The overall absent rate for all pupils being no higher than 4% • There will be no gap in attendance for our disadvantaged and non-disadvantaged pupils. • The percentage of all pupils who are persistently absent being below the national average. The figure among disadvantaged children being no lower than their peers.

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Quality First Teaching approaches for all teaching and learning support staff to embed these principles across the curriculum. Training of staff in quality first teaching principles and monitoring their effective implementation into the curriculum. Instructional coaching used to train, monitor and embed the principles across the school.	Embedding the EEF 5-a-day principle across the school will improve outcomes for all learners, especially those with SEND. EEF 5-a-day principles Implementing the work of Tom Sherrington and Oliver Caviglioli using Teaching Walkthru's to further improve staff's teaching and learning in the classroom. Rosenshine's Principles of Instruction Generative learning in action: making knowledge stick Embed the EQUA Mead Essentials across the school to improve outcomes for all learners.	1, 2, 3, 4, 5
Enhancing our maths curriculum offer in line with DfE and EEF guidance.	The school will implement and use guidance from appropriate bodies, including the NCETM. DfE guidance: Maths guidance for Key Stage 1 & 2	3

Working in a three-year Maths mastery programme to enhance the maths curriculum offer. We will fund teacher release time to engage in and embed the principles from the Maths Hub programme. Implementing the NCETM Mastery for Number programmes, which focus on maths fluency for key number facts, for year 3, year 4 and year 5.	EEF guidance: Improving Mathematics in Key Stages 2 and 3 The school will attend all relevant training programmes delivered by Mobius Maths Hub for the NCETM project.	
Improving oracy across the school through explicit instruction, supported discussions and extended vocabulary. Training and development of dialogic activities and developing classroom talk.	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 Voice 21 Oracy Frameworks	1, 2
Enhancing our reading and writing curriculum in line with DfE and EEF guidance. Training, ongoing monitoring and embedding the talk for writing process and the importance of oracy in pupils formulating sentences and to improve writing. Training and development of reading for pleasure in school so that children enjoy reading and identify the importance of this skill in the wider curriculum. Purchase new books and enhance the school library provision to make reading more engaging for children. To introduce HfL Reading Fluency Programme funded by the EEF.	EEF guidance has been used to shape both writing and reading provision: EEF Guidance: Improving literacy in KS2 https://www.gov.uk/government/publications/thewriting-framework Reading for pleasure has proven to raise fluency and comprehension ages as well as an appreciation for reading as an important life-skill. Reading for Pleasure Pedagogy HfL KS2 Reading Fluency Project (EEF Funded)	2

Purchase of a validated phonics and reading catchup scheme. Reading ages and phonic assessments to be accurately analysed and a reading catch-up programme used to ensure disadvantaged children have a strong fluency age in comparison to actual age.	Phonics has a strong evidence base and the school will use a DfE recommended programme that has been chosen by the Infant School to continue progress in the children's learning. EEF guidance: Phonics Teaching and Learning Toolkit EEF guidance: Improving literacy in KS2	2
Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Social and emotional skills have been linked to improved outcomes in schools as well as later life. EEF guidance: Improving SEL	4,5
Outdoor learning developed across the curriculum making use of the school grounds. To develop an outdoor play and learning lunchtime programme, with training and implementation.	"Outdoor learning not only helps children and young people understand their own interests, but it also helps them to increase their knowledge and academic skills." Outdoor Learning Guidance	1, 2, 3, 4, 5
Feedback to pupils: Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.	Providing feedback is well-evidenced and has high impact on learning outcomes EEF Guidance: EEF Teacher Feedback to improve Pupil Learning	1,2,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted high-quality interventions planned and un-planned to support rapid catch up with pre-teaching and also to deepen understanding of key skills through repetition and practice.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups:	1,2,3

	Small group tuition Teaching and Learning Toolkit EEF Teaching Assistant Interventions	
Targeted phonics and reading catch up programme to be delivered daily for disadvantaged pupils across the whole school	Phonics has a strong evidence base and the school will use a DfE recommended programme that has been chosen by the school to continue progress in the children's learning. EEF guidance: Phonics Teaching and Learning Toolkit EEF guidance: Improving literacy in KS2	2,3

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

Budgeted cost: £40,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team to provide emotional literacy and welfare support to pupils and sharing best practise with staff.	Based on our experiences, ELSA has equipped pupils with strategies for social and emotional wellbeing to be successful in the classroom and with their home life.	4, 5, 6
Introduction of a new graduated response for mental health. This will involve internal training and release time for monitoring impact.	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): EEF guidance: Improving SEL	4, 5, 6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To offer a wide variety of clubs and educational visits to disadvantaged pupils so that they have rich experiences and have	Based on our schools and research from the EEF participation in extracurricular activities can motivate and engage learners which has a positive impact on their learning.	4, 5, 6

opportunities to explore new interests and aspirations.		
To develop drop-in sessions on school site to support families with immediate family needs and offer support with learning.	EEF guidance: Working with parents to support Children's Learning	4, 5
Contingency fund for acute issues.	We feel it is important to set aside a small amount of funding to respond efficiently to needs that have not been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

KS2 National Outcomes						
	Working at the expected standard			Working at greater depth within the expected standard		
	School		National	School		National
	Cohort inc. PP	PP	PP	Cohort inc. PP	PP	PP
Reading	60%	60%	63%	24%	10%	21%
Writing	60%	60%	59%	5%	10%	7%
Maths	38%	40%	61%	40%	10%	15%
Combined	31%	40%	47%	5%	10%	4%

Year 4 Multiplication Check Results			
Average Mark /25			
	Cohort inc. PP	PP	National
2025	20.8	19	21.0
2024	15.7	11.4	20.6
2023	18.7		20.2

Year 1 Phonics Screening Check Results			
Reaching Pass Mark			
	Cohort inc. PP	PP	National
2025	69%	71.4%	80%
2024	78%	54.4%	80%
2023	59%		79%
2022	69%		75%

EYFS GLD Results			
Achieving GLD			
	Cohort inc. PP	PP	National
2025	68%	57.1%	68%
2024	61%	66.6%	68%
2023	50%		67%
2022	50%		65%

To help us gauge the performance of our disadvantaged pupils we compared their reading test results and White Rose results to those for disadvantaged and non-disadvantaged pupils at national and local level as well as results achieved by our non-disadvantaged pupils.

The data demonstrates that there were some improvements from the actions undertaken in the previous strategy. Pupil premium attainment continues to remain a focus for the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The new graduated response for mental health will have a positive impact on our disadvantaged pupils. Many disadvantaged pupils will access ELSA, drawing and talking and other interventions. The aim is that we will see an improvement in learning behaviours and outcomes. The programme has included the development and training of school-based staff.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas but did not meet expectations in other areas. We continue to build on the strategy, reviewing and assessing our approach in line with current research and guidance, to design a curriculum that is responsive to the needs of the disadvantaged children in the school. This year we will focus on maths, writing and attendance as core areas, whilst remaining focussed on the further challenges we face outlined in the strategy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

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
Phonics	Sounds Write
Mastery Curriculum for Maths	White Rose
Curriculum for English	The Power of Reading (CLPE)
Spellings	Sounds & Syllables
Handwriting	Teach Handwriting
Mastery for Number	Number Sense
Maths Intervention	Number Stacks
Reading Intervention	Nessy
Reading Fluency	DfE via Ramsbury English Hub and HfL