

Pupil premium strategy statement – Edgewood Primary School – 2025/2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	337 (Excluding nursery =307)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	October 1 st 2025
Date on which it will be reviewed	October 1 st 2026
Statement authorised by	E Seeley
Pupil premium lead	L Giles
Governor / Trustee lead	C Blount

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140 + £2000 from school budget
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£117,140

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for our disadvantaged pupils is that children in our school who are in receipt of Pupil Premium have outcomes that are in line with their peers. We aim to do our best to ensure they are not disadvantaged as a result of their socio-economic context.

Our school is a primary and nursery school catering for children aged 3-11 located in Hucknall, Nottingham. Edgewood is located in the borough of Ashfield which is rated as the second most deprived district of Nottinghamshire. Our school has mixed classes in years 1-6 and has 45 children per year group. It is a larger than average-sized primary school and most pupils are White British although we are seeing our catchment diversify. There are very few pupils from minority ethnic backgrounds or with English as an additional language but this number is increasing over time. The proportion of children eligible for Pupil Premium is lower than the national average. The proportion of pupils with special educational needs who are also Pupil Premium is 19%.

At Edgewood we try to provide a broad range of opportunities to support both Pupil Premium children's academic progress and emotional wellbeing. To ensure we select the most effective approaches, a range of evidence based research undertaken by a range of sources is consulted. These include The Sutton Trust, The Education Endowment Foundation (EEF) and the Government's own research and case studies. The EEF provide the most comprehensive research but we also use The Sutton Trust to provide an overview of the popular approaches used across other schools.

Our current Pupil Premium strategy works towards achieving our overall aim by:

- Supporting teachers to develop their practice to ensure children receive quality first teaching.
- Providing tailored 1:1 and small group support and interventions from experienced and skilled teaching assistants and teachers/ tutors in a range of core subject areas.
- Purchase additional resources to ensure PP pupils have improved access to strategies.
- Improving parental engagement to enable parents/ carers to support their child's education.
- Putting into place additional strategies to improve attendance to ensure PP children attend school as much as possible.
- Providing opportunities for pupils to participate in enrichment activities to broaden their experiences.

- Provide appropriate pastoral provision to support pupils in their emotional and social development.

Our key principles are as follows:

- To ensure the needs of all pupils are met by high quality teaching and learning opportunities.
- To ensure that the needs of our most vulnerable pupils are identified by class teachers and the Pupil Premium leader through rigorous analysis of data.
- Class teachers (with the support of the Pupil Premium Leader) will identify pupils who need more tailored support and will put into place effective interventions and support to ensure these children are making accelerated progress.
- Alongside academic support, we will ensure that we support the emotional, social and mental health needs by accessing appropriate provision from our pastoral support team.
- To ensure we raise the aspirations of our Pupil Premium pupils by providing them with opportunities to have experiences they may not have done ordinarily.

Challenges

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

Challenge number	Detail of challenge
1	Raising the attainment of all learners especially in phonics, reading and spelling. Internal and external assessments indicate that attainment in reading, phonics and spelling among disadvantage pupils is lower than that of non-disadvantaged pupils at the end of KS1 and KS2.
2	Oracy/ speech and language across the school are impacting other areas of the curriculum causing there to be a gap in the attainment of PP and Non PP – specifically in spelling and grammar assessments.
3	PP pupil's attendance was 92.11% compared to 95.36% of non PP pupils. This reduces their school hours and can cause them to fall behind their peers.

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
Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing, specifically in phonics, reading and spelling.	Insight tracking and end of year summative data shows in key areas that year on year the Pupil Premium Pupils are making accelerated progress and performing broadly in line with their peers.
Attendance for Pupil Premium pupils improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.
Pupil Premium pupils oracy skills are more in line with their peers and therefore impacting positively on their reading and writing skills.	Teachers are confident to support and develop the oracy skills of the children in their class across the curriculum. Lesson observations show that pupils oracy skills are being addressed and are improving consistently. Insight tracking and end of year summative data shows in key areas that year on year the Pupil Premium Pupils are making accelerated progress and performing broadly in line with their peers.

Activity in this academic year

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

Total to spend £117,140

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,749

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
<i>Pupil Premium Leader</i> £2500 <i>+CPD & release time</i> £2000	In previous years we have found that having a dedicated Pupil Premium Leader (with time to carry out this role) has been effective in ensuring strategies are able to be put into place and be monitored to ensure effectiveness.	All	All

<i>Voice 21 & release time</i> £1400	Evidence indicates that 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' EEF	2	1 & 2
<i>Staff CPD £4000 (Rainbow Grammar, Language Lead Training, Trauma Informed Behaviour).</i>	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	1 & 2	1 & 2
<i>Release time for monitoring/ WITLO</i> £3000	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	1 & 2	1 & 2
<i>Spelling Shed, Maths Shed, and Quiz Shed subscriptions</i> £1500	'Homework has a positive impact on average (+ 5 months)' EEF	1	5
<i>Monster Phonics spelling subscription</i> £349	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.' EEF	1	5

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
<i>TA support to run 1:1 and group work interventions (1/4 of TA costs) £30,000</i>	'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are	1 & 2	7

	based on a clearly specified approach which teaching assistants have been trained to deliver.' EEF		
<i>Teacher run 1:1 and group work tutoring £22,000</i>	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.' EEF	1	6
<i>Revision guides for Yr 6 £500</i>	In previous years we found that the parents of Pupil Premium children were less likely to purchase revision guides for their children. By purchasing guides for them, we can ensure they have equal access to resources.	1	5

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

Budgeted cost: £45,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
Pastoral Support 1/2 of costs) £31,000	'The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' EEF	3	10
Attendance officer – 1 day a week – half of cost £5000	Recommendation from the service manager at Family Services.	3	11
Cool Milk £2500	Statutory	n/a	n/a
Attendance rewards £1500	Recommendation from the service manager at Family Services.	3	11
Science enrichment club £750	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.	All	12

Author visits & books £1000	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.	1	12
Bookmark reading intervention £1000	'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.' EEF	1	7
Literacy Volunteers £500	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' EEF	1 & 2	7
University trip £1650	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.	3	12
Parent/ carer workshops & release time £500	'Parental engagement has a positive impact on average of 4 months' additional progress.' EEF	1 & 2	15

Total budgeted cost: £ 117,149

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 1: Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing, specifically in phonics, reading and spelling. <i>Good progress has been made towards outcomes however this area will still feature on the next PP strategy statement and SDP as there are still gaps evident.</i>	The Pupil Premium Leader undertook several work scrutinies, lesson observations and pupil interviews throughout the academic year to compare the quality and quantity of work by PP and non PP children alongside the quality of teaching. During work scrutinies both the quality and quantity of work was comparable and minimal difference, if any at all, was noted. All class teachers produced a vulnerable Indicators document where they recorded their PP children (alongside LAC, SEN etc) to highlight those children who would need to be monitored more closely. Teachers used this document throughout the school year to inform their practise. EYFS EYFS 2025: 25% (8 pupils) of PP pupils in reception achieved a good level of development compared to 56.8% of Non PP. Difference of 31%. This is below national and less than previous years. This remains a concern for the 25/26 academic year and the development of EYFS features on the next SDP. EYFS 2024: 50% (2 pupils) of PP pupils in reception achieved a good level of development compared to 61.9% of Non PP. Difference of 11.9%. Better than when compared with Nottinghamshire and broadly in line with comparable groups nationally. EYFS 2023: 50% of PP pupils in reception achieved a good level of development compared to 64.4%. Difference of 14.4%. Broadly in line with comparable groups locally and nationally. EYFS 2022: 37.5% of PP pupils in reception achieved a good level of development compared to 61.4% of all pupils combined. Difference of 23.9% Phonics Screen <table><tr><th></th><th></th><th>PP Pupils</th><th>All pupils</th><th>National PP</th><th>Notts PP</th></tr><tr><td>24/25</td><td>Year 1 - % passing</td><td>40%</td><td>81%</td><td>66.8%</td><td>64.4%</td></tr><tr><td>24/25</td><td>% passing by end of Yr 2</td><td>70%</td><td>90.7%</td><td>N/a</td><td>80.3%</td></tr><tr><td>23/24</td><td>Year 1 - % passing</td><td>60%</td><td>72.1%</td><td></td><td></td></tr><tr><td>23/24</td><td>% passing by end of Yr 2</td><td>88.9%</td><td>84.1%</td><td></td><td></td></tr></table> Percentage of PP pupils passing the phonics screen is less than national and less than previous years. This remains a concern for the 25/26 academic year and will remain a focus area on the next PP strategy.			PP Pupils	All pupils	National PP	Notts PP	24/25	Year 1 - % passing	40%	81%	66.8%	64.4%	24/25	% passing by end of Yr 2	70%	90.7%	N/a	80.3%	23/24	Year 1 - % passing	60%	72.1%			23/24	% passing by end of Yr 2	88.9%	84.1%		
		PP Pupils	All pupils	National PP	Notts PP																										
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KS1

	2023	2023	Difference	2024	2024	Difference	2025	2025	Difference
End of KS1	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP (10) pupils achieving expected or above	Level of all pupils achieving expected or above	
Reading	33.3%	70.5%	-37.2%	55.6%	68.9%	-13.3%	70%	69.8%	+0.2%
Writing	33.3%	63.6%	-30.3%	44 %	62.2%	-18.2%	50%	62.8%	-12.8%
Maths	66.7%	79.5%	-12.8%	66.7%	75.6%	-8.9%	80%	79.1%	+0.9%

KS1 data nationally and locally incomplete so cannot make comparisons.

The gap between PP and Non PP has closed when comparing with the previous two academic years and in Reading & Maths, PP pupils outperformed the percentage of all pupils combined.

What remains a concern and will continue to be a focus in 20/26 is the attainment of PP pupils in writing.

KS2

	2023	2023	Difference	2024	2024	Difference	2025	2025	Difference
End of KS2	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	
Reading - School	57.1%	73.3%	16.2%	61.5%	73.3%	--11.8%	68.4%	66.7%	+1.7
Reading - National				62.6%	74%	-11.4%	63.3%		
Writing - School	57.1%	71.1%	14%	69.2%	84.4%	-15.2%	63.2%	71.1%	-7.9%
Writing - National				58.8%	72%	13.2%	59.6%		
Maths - School	64.3%	71.1%	6.8%	76.9%	84.4%	-7.5%	78.9%	82.2%	-3.3%
Maths - National				59.4%	73%	-13.6%	60.7%		

Reading, maths & writing better than comparable groups nationally. Whilst internally PP pupils outperform (percentage wise) better than their non PP peers in reading, this is not the same in writing or maths and will remain a focus for the 25/26 academic year. The gap between PP and Non PP has closed when comparing with the previous two academic years.

Impact of 2024-2025 School Led Tutoring:

In year groups and subject areas where data was available to compare, in the majority of areas tutored, pupils who took part in School Led Tutoring made accelerated progress compared to children who did not take part in tutoring.

Tutoring impact 2024 - 2025 – Children tutored									
	Reading			GPS			Maths		
Yr 1 data is spring 2 – sum 2	At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2	
Year 1									
Year 2	0%	0%	=	38%	44%	+6%	55%	50%	-5%
Year 3	33%	67%	+34%	33%	17%	-26%	67%	67%	=
Year 4	33%	33%	=	13%	67%	+54%	72%	72%	=
Year 5	17%	17%	=	0%	56%	+56%	0%	0%	=
Year 6	0%	100%	+100%	0%	33%	+33%	N/a	N/a	
Tutoring impact 2024 - 2025 – Children not tutored									
	Reading			GPS			Maths		
Yr 1 data is spring 2 – sum 2	At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2	
Year 1									
Year 2	64%	64%	=	84%	81%	-3%	95%	43%	-52%
Year 3	63%	69%	+6%	68%	62%	-6%	71%	66%	-5%
Year 4	89%	82%	-7%	80%	78%	-2%	68%	79%	+11%
Year 5	78%	70%	-8%	46%	53%	+7%	65%	61%	-4%
Year 6	59%	66%	+7%	59%	76%	+17%	N/a	N/a	

Intended outcome 2: Attendance for Pupil Premium pupils improves and persistent absence reduces. <i>Limited progress has been made so this area will still feature on the next PP strategy.</i>		2024/2025	2023/2024	2022/23	2021/22	
	Total school attendance	95.36%	95.18%	94.51%	93.52%	
	Total Persistently Absent (<90%)	10.49% (34 children)	11.88% (36 children)	12.19% (39 children)	20% (62 children)	
	PP Attendance	92.11%	92.82%	92.45%	91.38%	
	PP Persistently Absent (<90%)	23.26% (20 children) <i>Slightly better than the average for PP across Notts which is 24.1%</i>	20.00% (14 children)	21.18% (18 children)	35.14% (26 children)	
PP attendance was down on previous years due largely to a small percentage of PP pupils having attendance of below 50%. More PP pupils were also persistently absent last year than the previous two years. This may be an onward trend with the increasing overlap between PP, SEND and persistent absence nationally (we do not have national figures to compare this to.) In addition to class teachers and Key Stage Leads working to build relationships with families and children, the work of our Attendance Officer has proven to make a real difference with those who are persistently absent.						
Intended outcome 3: Pupil Premium pupils oracy skills are more in line with their peers and therefore impacting positively on their reading and writing skills <i>Some progress</i>	Across the school we have identified that this is one of our main areas to continue to work on. The lack of speech and language skills continue to impact the progress PP children make in all areas of the curriculum. As part of the Voice 21 programme purchased, the Oracy Lead/ Pupil Premium Lead & Oracy Champion undertook various training courses to develop their skills ready to implement a whole school approach to Oracy. They developed an action plan to enable them to begin to plan a 3 year approach to embedding Voice 21 practises across the school. A staff meeting was held to train teachers within the school and initial strategies were put into place consistently across the school and classrooms. The Oracy Champion and Oracy Lead will undertake further training next academic year and have already planned how to continue rolling out the Voice 21 strategies to further embed the approaches and develop a way to closely assess children's Oracy skills.					

<i>has been made towards this area but as it is a 3 year programme there are still a range of strategies to implement over the upcoming 2 years.</i>	
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Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Additional tutoring sessions Enrichment visit from author and book provided free of charge
The impact of that spending on service pupil premium eligible pupils
The pupil attended a workshop session with a visiting author that they were excited to attend. They were enthusiastic and engaged throughout the session and was given a book purchased using the PP budget to keep and take home. They attended a series of additional small group tutoring sessions led by a qualified tutor to develop their writing skills. They were engaged during the sessions and showed an improvement in their skills.

