

Friar's Grove Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Friar's Grove Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Ruck Head teacher
Pupil premium lead	Chris Ruck
Governor lead	Laura Sargent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 116,655
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 116,655

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all disadvantaged pupils make strong progress and achieve well, regardless of their background or barriers to learning. We are committed to providing high-quality, inclusive teaching across the school so that disadvantaged pupils can access an ambitious curriculum and achieve outcomes in line with, or exceeding, their peers.

Our strategy is rooted in the belief that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. We therefore prioritise professional development, inclusive classroom practice, and strong writing pedagogy, alongside the effective use of data to identify need early and implement pre-emptive support.

This strategy reflects the EEF guidance and is designed to build long-term capacity rather than short-term solutions.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent access to high-quality teaching and adaptive practice across classrooms
2	Lower attainment and progress in core subjects, particularly writing
3	Gaps in vocabulary, language development, and writing stamina
4	Barriers to learning not always identified early enough, leading to reactive intervention
5	Some disadvantaged pupils require greater support to access learning independently and confidently within the classroom

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
Disadvantaged pupils consistently experience high-quality teaching across the school.	<p>Lesson observations and learning walks show consistently strong inclusive practice in all classrooms.</p> <p>Monitoring evidences adaptive teaching strategies (scaffolding, modelling, checking for understanding) used routinely.</p> <p>Work scrutiny shows disadvantaged pupils completing work of comparable quality and quantity to non-disadvantaged peers.</p>

	<p>Staff CPD trackers demonstrate increased confidence and consistency in inclusive pedagogy.</p> <p>Pupil voice indicates disadvantaged pupils feel supported and challenged in lessons.</p>
<p>Attainment and progress gaps in reading, writing, and mathematics are reduced.</p>	<p>Termly assessment data shows sustained improvement in progress measures for disadvantaged pupils in reading, writing, and mathematics.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows year-on-year.</p> <p>A higher proportion of disadvantaged pupils achieve age-related expectations in all core subjects.</p> <p>Fewer disadvantaged pupils are identified as underperforming at pupil progress meetings.</p>
<p>Writing outcomes improve through a coherent, school-wide writing pedagogy.</p>	<p>Writing assessments show improved sentence structure, vocabulary use, and transcription accuracy for disadvantaged pupils.</p> <p>Book scrutiny evidences consistent application of the agreed writing sequence and pedagogy across subjects.</p> <p>Disadvantaged pupils demonstrate increased writing stamina and independence.</p> <p>Greater proportions of disadvantaged pupils achieve age-related expectations in writing.</p> <p>Teacher confidence in teaching writing improves, evidenced through CPD feedback and planning.</p>
<p>Inclusive classroom practices are embedded so disadvantaged pupils can access learning alongside peers.</p>	<p>Classroom environments reflect inclusive design (clear models, scaffolds, vocabulary support).</p> <p>Teaching assistants and additional adults support learning within the classroom, not as a replacement for teaching.</p> <p>Reduced reliance on withdrawal interventions for disadvantaged pupils.</p> <p>SEND and disadvantaged pupils access the same ambitious curriculum content as their peers.</p> <p>Pupil voice reflects increased confidence and engagement.</p>
<p>Pre-emptive strategies reduce the need for reactive intervention.</p>	<p>Barriers to learning are identified earlier through assessment, attendance data, and pastoral monitoring.</p> <p>Targeted support is implemented before significant gaps emerge.</p> <p>Fewer disadvantaged pupils require intensive or long-term interventions.</p> <p>Attendance of disadvantaged pupils improves and is closer to national averages.</p> <p>Behaviour incidents involving disadvantaged pupils reduce over time.</p>
<p>Staff use assessment and data effectively to adapt teaching and support disadvantaged pupils.</p>	<p>Teachers use assessment data to plan responsive teaching and targeted support.</p> <p>Pupil progress meetings focus on next steps and classroom strategies, not labels.</p> <p>Data is used consistently across year groups to identify trends and inform CPD.</p> <p>Leaders can clearly articulate the impact of data-informed actions on disadvantaged pupils.</p> <p>Governors receive clear, understandable data linked to actions and outcomes.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 46,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SLT members TLR to monitor and support high quality teaching, lead curriculum teams, lead team around the family meetings to support families and to develop pupil voice.	<p><i>'What is also clear is that leadership from the headteacher/principal and senior leadership team (SLT) is central both to curriculum development and accountability.'</i></p> <p>OFSTED Education Inspection Framework: Overview of research 2019</p>	1, 2, 3, 4, 5
Subject leader time for core subject leads to develop and monitor the core curriculum and raise standards in these subject areas.	<p><i>'Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.'</i></p> <p>OFSTED Education Inspection Framework: Overview of research 2019</p>	1, 2, 4, 5
Classes to be covered by LSAs/HLTAs when Class Teacher not available so that classes can continue to learn with a familiar adult under the guidance of the Class Teacher.	Previous experience shows us that our children respond best and learning remains least affected when the children are supported by a familiar adult to achieve the learning outcomes set out by their teacher.	1, 2, 4, 5
Purchase of Rising Stars Reading standardised assessment tests and White Rose Maths Standardised assessment tests to inform high-quality teaching and planning of next steps.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
Annual subscription of Twinkl phonics, spelling and handwriting scheme to secure strong phonics, spelling and handwriting teaching for all children.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 4

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

Budgeted cost: £ 52,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring tuition groups in KS2 Maths and English and KS1 phonics.	The DfE is supporting catch up tutoring for all children after pandemic school closures. https://www.gov.uk/government/publications/school-led-tutoring-grant	1, 2, 4, 5
Numberstacks intervention to support children's understanding of maths in all year groups.	School case study reviews: https://www.numberstacks.co.uk/reviews/	1
Children working on a different year group, many of whom are disadvantaged, curriculum to receive high quality teaching.	EEF suggest that high-quality teaching for children with SEND is likely to need to be supported by high-quality, structured, targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4, 5
Three SEMH based Learning Support Assistants to offer structured SEMH interventions, and support day to day issues to allow more focus on learning. This advantages disadvantaged pupils due to a number of disadvantaged pupils needing SEMH support, or greater support to refocus on learning in the classroom after incidents	Boxhall Profile highlight the importance of SEMH support: Addressing Social, Emotional, and Mental Health (SEMH) needs in educational settings offers a range of benefits, including improved academic achievement, a positive learning environment, enhanced emotional regulation, increased resilience, improved social skills, reduced behavioural issues, better mental health outcomes, increased school engagement, decreased absenteeism, enhanced teacher wellbeing, and long-term success for students in both academics and personal development.	1, 2, 3, 4, 5
Increasing resources available to SEND pupils	SEND observations in school show there is a current need for additional SEND resources in school in order to meet the needs of children with SEND and allow them to focus on their learning without distraction.	1,2,3,4

Welcomm intervention to be completed 3 mornings per week by HLTA	EEF oral language interventions show the importance of completing Welcomm in KS1 to support learning across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to LDG Child First to allow access to services such as Speech Therapy, Family Support Worker, Primary 121 Counselling	Early intervention is key to ensure that children have a successful start to life. Anna Freud National Centre for Children and Families https://www.mentallyhealthyschools.org.uk/	3, 4, 5
Licence and up to date training for Thrive practitioners to support children in SEMH needs.	EEF finds that social and emotional interventions increase academic progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Contributions to wider school life and enrichment e.g. trips, clubs, uniform and school lunch.	Previous experiences show us that this contingency allows our disadvantaged pupils to access enrichment activities and trips.	3, 5
Subscription to Studybugs which allows instant communication between school and families and allows attendance to be monitored and followed up.	The DfE document 'Engaging Parents and Families' document highlights that good school and parental communication allows a child to be fully supported.	3, 4, 5

Total budgeted cost: £ 116,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	FGPS 2025 data	National 2025 figures	FGPS disadvantaged 2025 data	National 2025 disadvantaged figures
KS2 combined	58%	62%	44%	47%
KS2 Maths	69%	74%	44%	61%
KS2 Writing	70%	72%	63%	59%
KS1 Phonics	70%	80%	13%	67%
EYFS	67%	68%	40%	51.3% (FSM)

Baseline data for this academic year due to this being a new Pupil premium statement. In KS2, general data and disadvantaged data is closer in line with National figures. This is due to targeted interventions, reactive teaching, additional classroom support, SLT allocated to year group to drive priorities, and tuition.

KS1 phonics data is a key priority for the new strategy as is addressing the disadvantaged gap in EYFS.

These findings have directly informed the priorities of the 2025–2028 strategy, with a renewed focus on early language, phonics consistency, and pre-emptive support in EYFS and KS1 to prevent gaps becoming embedded

Externally provided programmes

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

Programme	Provider
PIRA	Rising Stars
White Rose maths assessments	White Rose
Twinkl phonics	Twinkl

Child First FSW and counselling	LDG Child First
Thrive license	Thrive
Parent communication tool	Studybugs