

Pupil premium strategy statement - Edisford Primary School: 2026-2027

This statement details our school's use of pupil premium (and recovery premium) funding for the year 2026-2027 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
School name	Edisford Primary School
Number of pupils in school	213
Number of Pupil Premium children	19 (+1 x Special Guardianship, 1 x Service Premium)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 to 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Elizabeth Hamilton-Thorpe
Pupil premium lead	Elizabeth Hamilton-Thorpe
Governor / Trustee lead	Johanna Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,340 (PP, SGO, SP)
Recovery premium funding allocation this academic year. <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£32,340

Part A: Pupil premium strategy plan

Statement of intent

Our Objectives And Approach

At Edisford, we believe that all pupils, regardless of background or individual challenges, should make good progress and achieve well across all subject areas. The focus of our Pupil Premium strategy is to ensure that disadvantage does not prevent children from succeeding: that disadvantaged pupils are not left behind, that gaps between them and their peers are closed and that those who are already high attainers continue to make good progress.

We consider the individual barriers children face and respond to these early. Our strategy is built around four key areas:

1. Expeditions – Highly Focused Teaching In English And Maths

High-quality teaching is at the heart of our approach. Our Expeditions system enables us to group children strategically for English and Maths and adapt teaching to meet their individual needs. This allows teachers to provide greater focus, appropriate challenge and targeted support, including specific adjustments for disadvantaged pupils where these are identified as necessary.

Children start the day with a short burst of arithmetic, where key skills are pre-taught and rehearsed ready for recall in the Maths lesson later in the morning. English Expeditions is a bespoke body of learning, designed around the needs of our children. We use first-hand experiences to stimulate writing, a 'little and often' approach to overlearning spellings, and a quirky approach to teaching grammar and punctuation. We also use metacognitive strategies to help children understand how to remember and retrieve their learning more effectively – this is utilised in our reading comprehension approach. These approaches make a significant difference to our children.

We use additional teachers, funded through Pupil Premium, to increase our capacity to provide this focused teaching. Some children are taught in smaller groups, increasing the teacher-to-child ratio and reducing the pressures of teaching larger classes. This makes teaching input more focused and streamlined, enabling teachers to respond more effectively to individual needs.

Whilst provision is responsive to individual need, the additional capacity and focused approach benefit all children, including those who are disadvantaged. We aim for every child to receive an education that is appropriately adapted to their needs, with Pupil Premium funding helping to ensure that disadvantaged pupils benefit fully from this approach.

2. A Highly Focused Whole-School Intervention Programme

We identify children at risk of falling behind early and provide targeted support throughout the school day. This includes IDL reading, additional phonics interventions, Maths interventions,

and, this year, our KS2 guided reading group 'flood' approach and a one-to-one reading programme for children with higher needs.

Our interventions are responsive to individual needs and designed to address misconceptions, gaps and areas requiring additional rehearsal. We use the skills and expertise of our teaching assistants to support pupils' learning in the most efficient way, ensuring that children make good progress from their starting points.

We do not assume that, because children have completed a lesson, they have necessarily acquired the knowledge and understanding taught. We check that they have learnt it, too. Regular assessment in a variety of forms allows us to identify what children know, what they have remembered and where further teaching or support is required.

3. A Rich, Broad, Balanced And Dynamic Curriculum

We believe that academic success is strengthened by giving children rich experiences and developing their personal qualities. First-hand experiences are used throughout the school to broaden vocabulary and develop children's ability to communicate effectively.

Our Phonics Finch programme provides a systematic approach to early reading, while our Flairs and Endeavours programmes give children opportunities to develop skills and qualities such as persistence, resilience, organisation, confidence and getting along with others.

Our Endeavours programme operates on a two-year rota, with children developing practical knowledge and experiences which may otherwise be missing from their lives. The first rotation includes Artisan, Performing Arts, Musician and Naturalist Endeavours; the second includes Artisan, Performing Arts, Musician and Adventure Endeavours.

In Key Stage 1, Flairs include areas such as gastronomy, communication, music, photography, performing arts and textiles. In Key Stage 2, Endeavours build on these experiences through adventure, music, artisan skills, performing arts and people skills. These experiences broaden children's horizons and develop characteristics for success that transfer into their academic learning.

4. Wellbeing And Wider Opportunities

We recognise that some children need support beyond the classroom. Our wellbeing provision gives selected vulnerable and disadvantaged pupils opportunities to take part in activities such as visits to the library, cafés, the local park and swimming, while providing time for trusted adults to talk with and support them.

We run weekly wellbeing sessions, led by a qualified, practising nurse, to ensure that children who need additional support have access to this in a small group. We recognise that children come from a variety of home backgrounds and experiences and that we need to act early to provide the support they require.

Key Principles

Our approach is responsive to common challenges and individual needs, rooted in robust assessment rather than assumptions about disadvantage. We have high expectations for all

children, act early when a barrier is identified and take a whole-school approach to supporting disadvantaged pupils.

We also recognise that not all children experiencing disadvantage are eligible for or take up Pupil Premium. Our approach is therefore intentionally inclusive, ensuring that children who may have less access to enriching experiences are supported too.

Measuring Success

We will measure the success of our strategy through regular assessment, progress tracking and careful monitoring of individual pupils. We will consider attainment and progress in reading, writing and Maths, phonics outcomes and attendance, alongside the impact of targeted interventions.

We will monitor whether disadvantaged pupils are making strong progress and achieving in line with their peers, while continuing to challenge higher attainers. Pupil progress meetings, intervention tracking and end-of-key-stage data will help us identify where further support is needed and adapt provision accordingly.

We will also consider the wider impact of our strategy through children's confidence, resilience, communication, engagement and access to enriching experiences. We link our ClassDojo points to the five personal characteristics, allowing us to identify and track areas of need.

Our strategy is about removing barriers, broadening experiences and expanding life chances, so that every child at Edisford has the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Restricted code with communication, speech and language.
2	Low attainment on entry to school in all areas (half of those on entry are a year behind age-related expectations).
3	Narrow and shallow experiences leading to low attainment and progress.
4	Attendance for those children from disadvantaged backgrounds (NB. Whole school attendance is above the national average).

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
Attainment in reading	Achieve above national average progress in KS2 reading (0)
Attainment in writing	Achieve above national average progress in KS2 writing (0)
Attainment in maths	Achieve above national average progress in KS2 maths (0).
Phonics	Pass the phonics screening in Y1.
Attendance	Attendance of PP children in line or above 95%.

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: £ 21,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Expeditions groups for English and Maths. 6 groups for English, 6 groups for Maths. Extra teacher in the mornings.</i>	High quality teaching through smaller groups for English and Maths. Narrower range of ability within each group, contributing to strong KS2 results. Results show disadvantaged children performed as well as non-disadvantaged. All three subjects (Reading, Writing, Maths) attainment was above the national average in 2026. MTC check was 75%. KS1 results were all above the national average in 2023, the last national average available. Progress was good or high in all three subjects at KS2: Reading – high end of average 1.22 Writing – well above average 3.31 Maths – above average 2.74 2026 RWM Combined was 72%, 16% which will place us in the higher rankings. 2025 – 81% 2024 – 77% 77% 3 year average	1, 2, 4

	When children succeed, they feel good about school and want to attend.	
<i>Guided reading training</i>	Two teaching assistants will receive guided reading training to train children in question techniques. High quality teaching of reading comprehension techniques with a flood approach in Key Stage 2. Children in Pennines (Y3), Cairngorms (Y4), Pyrenees (Y5) will work in smaller groups with a greater adult to child ratio, being shown strategies for finding answers in the text. As a result, the main group will also be smaller and teaching more focused. They will also read on a one-to-one basis in writing weeks with a teaching assistant. This will be a focused reading sessions which hones comprehension.	1, 2, 3
<i>First-hand experience and training</i>	Teaching writing through the first-hand experience to broaden vocabulary and use specific words to describe. Writing was above average at KS2 in 2023, with progress scores well above average. Cost of various FHEs e.g. opera singer, musicians, interesting animals hire etc...	1, 2, 3
<i>Phonics Finch</i>	Use of tailored and highly focused phonics programme designed by two of our teachers. Systematically delivered every day, from Reception to Year 3, training all staff in how to teach from effectively. Ability sets for phonics. Phonics score June 2026 was 80%, in line with the national average.	1, 2, 3, 4
<i>Endeavours and Flairs groups - extra staff/teachers.</i>	Two afternoons a week we pay an extra teacher and an extra teaching assistant to deliver our Endeavours and Flairs programme. This means that disadvantaged and the non-disadvantaged gain from deeper learning experiences which build strong personal characteristics. Arguably, this impacts on their academic learning, building personal qualities that help support them when learning more formally. An engaging curriculum encourages children to attend school. Groups are smaller, with a higher ratio of adult to children, improving the quality of education.	1, 2, 3, 4
<i>Wellbeing Group</i>	Every Friday, identified children in small groups attend the Wellbeing Group. They work through a planned programme, including looking at their	1, 3, 4

	feelings about home, school, aspirations and conflict. They also take part in a police training programme which runs for 10 weeks in the Spring term.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions run by our teaching assistant team.</i>	High quality interventions, diagnosed through an interventions tracker which tracks progress over time and highlights areas of strength and weakness. All TAs run interventions in the afternoons, with a list of children they are responsible for. Disadvantaged children who are not making progress are picked up quickly and focused work to ensure they improve is put into place.	1, 2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium children are given a school uniform voucher.</i> £550	Ensures that disadvantaged children have the same uniform as advantaged children e.g. uniform with school emblem, PE shirt. This improves wellbeing for those children who would not usually be able to afford it. Supports parents who struggle financially.	4 – PE kits/pride/wellbeing
<i>Support with school trips</i> £500	Ensures that disadvantaged children are able to partake in wider school experiences.	3
<i>Learning a musical instrument in Endeavours and Flairs.</i> £200	Learning a musical instrument increases self-esteem and broadens experience. All children benefit from learning a musical instrument. Xylophones Marimbas Recorders	3

<i>Broader skills taught in a highly focused way in smaller groups in Endeavours and Flairs.</i> £1,923	All children benefit from learning life skills: Sewing (using sewing machines). Cooking DT Adventurous activities Life-saving and first-aid Languages – French Endeavours and Flairs badges to recognise achievement and instil pride.	3
<i>Lunchtime resources for lunchtime activities.</i> £300	Improving the quality of play at lunchtime. Learning to get along. Behaviour incidents at lunchtimes are rare.	3
<i>Expeditions set reading books for guided reading and new Collins online books with better wi-fi</i> £200	Improving the fluency of reading across the board. Disadvantaged pupils benefit from reading high quality books pitched at the Expeditions level. They read these books three times a week during reading weeks in Key Stage Two and every day in Key Stage One and Reception, where texts are pitched aptly for the sounds that have been covered.	1, 2
<i>Wellbeing sessions</i>	New to September 2024: selected children from the PP register and from our vulnerable child list are given a morning wellbeing session each week. They bake, go to the local library, go to the park with a picnic, play invasion games etc... This enriches their wider experiences and gives opportunities for the trained staff to talk with and support those with higher needs.	1, 2, 3, 4

Total budgeted cost: £ 32,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Children were added to the Pupil Premium list after the October Census.

Data includes our LAC Looked After Children and our Special Guardianship children.

Data includes those reaching Expected AND Greater Depth.

Below shows the attainment and progress breakdown for pupils in receipt of Pupil Premium spending. Our progress measures show the value we have added to children's education.

Year Group	Number of Pupil Premium Children	Reading		Writing		Maths	
		Attainment E+	Progress E+	Attainment E+	Progress E+	Attainment E+	Progress E+
Y1	1	100%	100%	0%	100%	100%	100%
Y2	2	50%	100%	50%	100%	50%	50%
Y3	5	80%	100%	60%	100%	40%	100%
Y4	3	33%	100%	0%	100%	0%	100%
Y5	5	100%	100%	100%	100%	100%	100%
Y6	2	100%	100%	100%	100%	100%	100%
YR	2	33%	100%	0%	100%	33%	100%
YR	2026 ELGs	Achievement for whole class: Good Level of Development 70%					

Attendance Data Academic Year 2025-2026

Attendance of Whole School: 96.54%

Attendance of Pupil Premium pupils (including last year's Y6): 91.17%

Attendance of Special Guardianship pupils (2): 96.45%

Attendance of LAC (1): 99.47%

Attendance of non-disadvantaged pupils: 97.01% (non PP children)
National Average for Academic year 2025-2026: 94.69%
Edisford Attendance All Pupils:
National average of Pupil Premium pupils 2025-2026: 93.14%

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
-	-

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Number of Service Premium	1
Amount allocated	£360
How did you spend your service pupil premium allocation last academic year?	Diversity of reading material e.g. books about parents who are in the armed forces/reading comprehensions about parents who work away. Curriculum workshops e.g. Visit from a WW2 soldier. TA support with special activities for Service Premium children. Parental support from SLT with attendance. Access to wellbeing sessions. Access to soft landing sessions with our Out of School Club.
What was the impact of that spending on service pupil premium eligible pupils?	Inclusion and wellbeing. Understanding what parents who are in the armed forces do and where they go. Support for parents to enable support for the child.