Pupil premium strategy statement – Platts Heath 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	42
Proportion (%) of pupil premium eligible pupils	60%
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)**	2026-27 & 2027-28/2028-29
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Emma Woods
Pupil premium lead	Darren Waters
Governor / Trustee lead	Zoe Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,910
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0

Part A: Pupil premium strategy plan

Statement of intent

Intent – Our Philosophy

The percentage of our pupils eligible for pupil premium is higher than the national average for primary schools. 60% percent of Platts Heath pupils are eligible for Pupil Premium, this means they *may* be disadvantaged to achieving the same outcomes as their peers. Our ambition is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

We recognise that disadvantage can present in different ways and that barriers may be academic, pastoral, social, linguistic or linked to attendance and wider opportunities.

As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows and is rooted in evidence based research:
High-quality teaching is at the heart with a focus on adapting teaching sufficiently so that all learners make progress and particularly in areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit all pupils in our school. This is implicit in ensuring our intention that the attainment of non-disadvantaged pupils will also be sustained and improved alongside progress for their disadvantaged peers. Additional investment in language and oracy, nurture and wellbeing, independence and attendance is used to strengthen the core offer. Pupil premium pupils are specifically tracked for participation, progress and impact.

Our approach will also be responsive to non-academic barriers to attainment so that disadvantaged pupils are supported to improve areas such as attendance, behaviour, well -being and cultural capital, using robust diagnostic assessment and targeted academic support to help pupils excel and to ensure that opportunities are not restricted due to financial disadvantages.

Our Implementation Process

At Aspire we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, ensuring that funded interventions are targeted, time-limited (where appropriate) and regularly reviewed for impact.

We will:

Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school

Develop a clear, logical and well-specified plan

Assess the readiness of the school to deliver the plan

Make practical preparations

Deliver

Support staff and solve any problems using a flexible leadership approach

Reinforce initial training with follow-on support

Drive faithful adoption and intelligent adaption

Sustain

Plan for sustaining and scaling the intervention from the outset

Continually acknowledge, support and reward good implementation practices

treat scale-up as a new implementation process

Our Review Process

Pupil premium pupils will be considered explicitly in pupil progress meetings, case studies, attendance monitoring, book looks and intervention review. The strategy will receive light-touch reviews during the year with a full annual review in September 2027

Challenges

The following barriers have been identified as particularly relevant to the disadvantaged pupils at Platts Heath. They are intentionally aligned with the schools inclusion priorities, but are framed around the specific risk that disadvantage may compound barriers to achievement and participation.

Challenge number	Detail of challenge
1	Attendance and persistent absence. In 2025/26 attendance for disadvantaged pupils was 84.18%. Lower attendance reduces curriculum access, continuity of learning and the impact of intervention.
2	A high proportion of our pupils are disadvantaged combined with SEND/SEMH or other additional needs(currently 35%). Where needs overlap, pupils can face compounded barriers and may require carefully co-ordinated adaptive teaching, pastoral support and targeted intervention
3	Attainment and application. Previous outcomes show the need for a greater focus on executive function, sharper tracking, consistent intervention and greater confidence in applying knowledge in formal assessment contexts
4	Lower starting points and gaps in foundational knowledge. Some disadvantaged pupils join in later year groups (currently 50% of KS2 have joined within the last 2 years as disadvantaged or SEND) with less secure spoken language, vocabulary and/or communication skills, which can limit access to reading, writing and the wider curriculum.
5	Resilience, independence and self-regulation. A number of disadvantaged pupils require additional support to sustain attention, manage emotions, work independently and persevere when learning is challenging. 41% of the current cohort of pupils have/or are still having nurture interventions
6	Access to enrichment and cultural capital. Financial or family circumstances can restrict access to trips, uniforms, clubs, technology and experiences that support vocabulary, confidence, belonging and aspiration.

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 attend regularly and persistent absence reduces	Disadvantaged attendance improves from the 2025/26 baseline of 84.18%; the gap between disadvantaged and non-disadvantaged peers narrows; individual PA plans show improved attendance for identified pupils
Disadvantaged pupils with SEND/SEMH receive coherent support and make progress	Provision is matched to identified need; interventions are reviewed; pupils remain included in an ambitious curriculum and progress from individual starting points
Disadvantaged pupils make strong progress in reading, writing and maths	Termly and teacher assessment show pupils on track from their starting points; gaps are identified early and addressed quickly; end of year outcomes demonstrate a narrowing difference between disadvantaged and non-disadvantaged pupils
Pupils develop greater resilience, independence and readiness to learn	Pupil voice, behaviour records, classroom observations, nurture interventions show improved engagement, self regulation and independent learning
Disadvantaged pupils participate fully in wider school life	Financial disadvantage does not prevent pupils from participating in essential or extra-curricular enrichment; opportunities are tracked and barriers addressed

Activity in this academic year

The planned expenditure below totals £49,910. Activities may benefit other pupils where they strengthen the quality of the schools universal offer, but leaders will track the impact of disadvantaged pupils specifically and ensure that pupil premium funding remains focused on improving their outcomes

Teaching (for example, CPD, recruitment and retention)

Activity	*Planned Cost*	*Evidence/rationale*	*Challenges addressed*
Adaptive teaching and feedback CPD, including practical training linked to language and communication needs	*£3000*	*Strengthens classroom teaching so disadvantaged pupils, including those with SEND, can access ambitious learning with appropriate scaffolding and feedback*	*2,3,4,5*
Investment in high quality resources/texts with a focus on independence and high quality reading and writing outcomes	*£4000*	*Supports coherent curriculum planning, rich texts and explicit development of independent reading and writing*	*2,3,4,*
Termly formal assessments in Years 2-6, including assessment materials and analysis	*£2000*	*Provides regular diagnostic information, supports responsive teaching and develops familiarity with applying knowledge in more formal contexts*	*3, 5*
Teacher development, coaching, moderation and release time focused on high-quality teaching, feedback and accurate assessment for disadvantaged pupils	*£6500*	*High-quality teaching is the central lever for improving outcomes. Moderation and coaching support identification of gaps and consistent response*	*2,3,4,5*

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

Activity	*Planned Cost*	*Evidence/rationale*	*Challenges addressed*
Targeted teaching assistant intervention in core subjects, delivered in short, structured blocks and evaluated against entry/exit data	*£5000*	Additional targeted support is used to address specific gaps without routinely narrowing curriculum entitlement	*2,3,4*
Speech, language, vocabulary and oracy intervention, including colourful semantics/Language Link approaches	*£6000*	Oral language is foundational to reading comprehension, writing and wider curriculum access	*2,4*
Trained nurture provision for identified disadvantaged pupils with emotional, regulation or engagement barriers	*£9000*	Targeted pastoral support is intended to improve readiness to learn, self regulation, attendance and successful classroom participation	*2, 5*
Resourcing and implementation of drawing club for pupils in EYFS/KS1 identified as requiring additional support with vocabulary and foundations for writing	*£500*	*Provides an engaging route into talk, vocabulary, imagination and early writing for pupils who need additional practice.*	*3, 4, 5*
Develop and resource EYFS learning environment with specific focus on improving Physical development characteristics of pupils i.e. fine/gross motor skills	*£6000*	*Provides explicit teaching of fundamental movement skills which helps to develop movement, strength and coordination - crucial characteristics as a precursor to write*	*2,4*

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

Activity	*Planned Cost*	*Evidence/rationale*	*Challenges addressed*
Resources and rewards to support parent communication, home-school liaison, early intervention and	*£2000*	*Improved attendance increases access to teaching and intervention. 2025/26 disadvantaged baseline*	*1, 2, 5*

targeted meetings to promote and champion regular attendance of pupils		*of 84.18% makes this a priority*	
Targeted subsidies for uniform, breakfast club, curriculum trips, residentials, technology and learning resources	*£3000*	*Removes financial barriers to participation and ensures disadvantaged pupils can access the same curriculum and wider opportunities as peers*	*1, 2, 4, 6*
Cultural capital and enrichment. Target contribution to clubs, visitors, workshops and experiences	*£3000*	*Broadens experience, confidence, vocabulary, belonging and aspiration, particularly where pupils have fewer opportunities beyond school*	*1, 2, 5, 6*

Budget Summary

Teaching	**£15,500**
Targeted academic support	**£26,500**
Wider strategies	**£8,000**

Total budgeted cost: £50,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year

Impact
67% GLD (National 68.3%)
50% Y1 & Y2 phonics retakes
11 pupils KS2 SATs
Expected +
R 36% (PP 40%)
W 64% (PP 40%)
GPS 55% (PP 60%)
M 45% (PP 40%)
RWM 9% (PP 20%)
GDS
R 0%
W 0%
GPS 0%
M 0%
RWM 0%
Progress % making expected progress from KS1
No progress data available as KS1 sats did not take place due to the pandemic

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
Active maths and English	Teach Active
Colourful semantics	Integrated teaching services
Nurture	Nurture UK
Equine Therapy	The Next Steps Forward
Literacy Tree	The Literacy Tree
Drawing Club	School implementation