

Pupil premium strategy statement – Muscliff Primary School 2024-25

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	526
Proportion (%) of pupil premium eligible pupils	20% (106 children)
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	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Fenby Headteacher
Pupil premium lead	Emma Huns Deputy Headteacher
Governor / Trustee lead	Jigna Udeshi & Maria Tarrant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£151,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers as well as the bottom 20% of learners. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies.

Significant consideration has also been given to the DfE's guidance and the 'menu of approaches' referenced in the document.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gaps and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. It will ensure that disadvantaged pupils are challenged in the work they are given. Staff will swiftly identify individual needs or progress concerns and act to intervene or facilitate keep-up. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, involving research into best practice and prioritising this in CPD opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In July 2024, outcomes in Y1 phonics screening for disadvantaged pupils were in line with national outcomes for this group. 60% of disadvantaged pupils (5 children) met expected standard at the end of Year 1 (compared to 85% non-disadvantaged). At the end of Year 2 93% disadvantaged pupils met expected standard (compared to 97% non-disadvantaged).</p> <p>In July 2025 57% of disadvantaged pupils met expected standard at the end of Year 1 (compared to 88% non-disadvantaged). At the end of Year 2 83% disadvantaged pupils met expected standard (compared to 94% non-disadvantaged).</p> <p>There are similar gaps nationally and this continues to be a challenge. We endeavour to reduce these gaps.</p>
2	<p>Our assessments and observations indicated that attainment in Reading, Writing and Maths among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>Our end KS2 data shows gaps in % attainment at EXS for the disadvantaged group in Reading (77% compared to 86% non disadvantaged), Writing (59% compared to 85% non disadvantaged) and Maths (53% compared to 89% non-disadvantaged). This is fairly consistent across the school.</p>
3	<p>Our observations and communication with children and families have identified increased social and emotional and mental health challenges for children. These challenges particularly affect disadvantaged and vulnerable children. The challenges have also increased for our children with the most complex needs, many of whom are disadvantaged also.</p> <p>21 of the 37 children who either have an EHCP or are identified as needing an EHCP are disadvantaged. This is 57%.</p>
4	<p>Our attendance data indicates that attendance amongst disadvantaged children is lower than for non-disadvantaged children. The percentage of pupils deemed 'persistently absent' is higher in disadvantaged children. Significant improvements have been made over the duration of the last 3 year plan. Attendance for the disadvantaged group is significantly above FFT national for the same group but we continue to work on reducing the gap between attendance of the disadvantaged and non-disadvantaged group.</p> <p>Attendance at the end of 2023-24 was 93.2% for the disadvantaged group compared to 95.9% for non-disadvantaged.</p>

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
Improved attainment in phonics among disadvantaged children.	Phonic screening scores in 2027 - 2028 show little or no gap between disadvantaged pupils and their peers (SEN aside).
Improved attainment in Reading, Writing and Maths among disadvantaged children.	End KS2 attainment and progress outcomes in 2027 - 2028 are at least in line with national for disadvantaged children. Gaps in attainment of disadvantage group and non-disadvantage group are reduced.
To support children with social and emotional challenges, particularly our disadvantaged and vulnerable children.	Observations show children are well supported in order that they are ready to learn.
To improve attendance for all children, particularly our disadvantaged children.	Sustained high attendance by demonstrated by <ul style="list-style-type: none"> • Overall attendance at least 96% and/or in line with national. The gap between disadvantaged children and their peers is reduced. • The percentage of children who are PA is at least in line/lower than national and the gap between disadvantaged children and their peers is reduced.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continued subscription and commitment to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils. Reading Leaders support the embedding of the programme, including catch up in KS2.</p>	<p>"Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Purchase of extra teaching resources to support the teaching of phonics through the Little Wandle programme.</p>	<p>"Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Purchase of extra Reading books to support Guided Reading, whole class reading and our carefully developed Reading Spine.</p>	<p>"Reading comprehension strategies are high impact. Alongside phonics it is a crucial component of early reading instruction."</p> <p>"It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>
<p>Purchase of Maths No Problem workbooks and White Rose Maths subscription to support our mastery teaching approach starting from EYFS.</p>	<p>"Early numeracy approaches typically increase children's learning by about seven months."</p> <p>"Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning."</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches</p> <p>"Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2</p>
<p>Deputy Head, Assistant Heads</p>	<p>"High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in</p>	<p>2,1</p>

<p>(incl SENCO and English Lead), Maths subject leader, Curriculum leads work with teachers across school to ensure high quality teaching and learning for all groups of children.</p>	<p>front of every class, and that every teacher is supported to keep improving, is key.” https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.” The EEF Guide to the Pupil Premium – September 2025.</p>	
<p>High quality CPD with a focus on effective teaching strategies to maximise learning in the classroom, to include a lesson study approach this year.</p>	<p>“High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.” The EEF Guide to the Pupil Premium – September 2025.</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2, 1</p>
<p>Assistant Head/English lead to audit against the new writing framework and develop a team of writing experts to lead on further improving the quality of writing teaching across school.</p>	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2</p>
<p>Use IT to support teaching and learning. We will focus on basic skill acquisition and retention in Maths. Purchase</p>	<p>“Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.” “Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.”</p>	<p>2</p>

Times table rockstars.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
<p>Renewed subscription of BSquared to support purposeful assessment and identification of next steps for SEN children working below age related expectations.</p> <p>Subscription to Insight to support drilling down of data for specific groups of children in order to prioritise support in teaching.</p>	<p>"High quality assessment and diagnosis should be used to target and adapt teaching to pupils needs."</p> <p>"Diagnositc assessment makes teaching more efficient by ensuring that effort is not wasted."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2,1

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for KS1 children who are identified through the Little Wandle program as needing keep up. A high proportion of these may be disadvantaged and/or	<p>"Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 1

vulnerable and in bottom 20% of learners.		
Establish small group interventions/ keep up/in class support for children who are falling behind in their learning. A high proportion of these may be disadvantaged and/or vulnerable/in the bottom 20% of learners.	<p>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,1
Use of Code and Little Wandle to support Reading interventions in KS2.	<p>“Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>“While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 1

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

Budgeted cost: £52,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head, with support of office and SLT admin to monitor	Our attendance policy is in line with embedding good practice set out in the revised ‘Working together to improve school attendance’ updated in August 2024.	4

<p>attendance and support families to ensure regular attendance.</p> <p>Actions will be in line with the revised DfE's 'Working together to improve school attendance' released in August 2024.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
<p>Employment of an Independent Educational Social Worker to support the improvement in school attendance of our most vulnerable children. The majority of these pupils may be disadvantaged.</p>	<p>Our attendance policy in line with embedding good practice set out in the 'Working together to improve school attendance' updated in August 2024.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	4
<p>Pastoral Care Team Team/SLT/TAs/SENCo to work with children and families to support social/emotional/behaviour and complex needs and reduce suspensions.</p> <p>Headteacher and Deputy Head supporting families on the child protection register.</p> <p>This work will be within a whole school context where SEL and trauma informed approaches are embedded into ethos and routine practices and are supported through our curriculum.</p> <p>Training on zones of regulation for teaching assistants.</p>	<p>"Social and emotional learning approaches have a positive impact on academic outcomes."</p> <p>"Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>"Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours."</p> <p>"Behaviour interventions have an impact through increasing the time that the pupils have for learning. This might be through reduced low-level disruption or through preventing exclusions."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4
<p>Use of Hamish and Milo resources to support social/emotional/behaviour interventions.</p>	<p>"Social and emotional learning approaches have a positive impact in academic outcomes."</p> <p>"Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may</p>	3

	<p>subsequently increase academic attainment.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>School Counsellor and trainee school counsellor/play therapist to support children with social and emotional needs/mental health.</p>	<p>“Social and emotional learning approaches have a positive impact in academic outcomes.”</p> <p>“Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>Parent/Child attachment course run by Assistant Head/SENCo and School Counsellor ('Roots').</p>	<p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>“Social and emotional learning approaches have a positive impact in academic outcomes.”</p> <p>“Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>Support from Occupational Therapist and advanced integration officer to advise on provision for children with complex needs.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2,3,4
<p>Running of 'sensory circuits' four mornings a week (first thing) to</p>	<p>“Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a</p>	3, 4

<p>support social and emotional development, sensory needs and reduce anxieties around separation from parents.</p>	<p>sensory circuit, even for a short period of time.” https://childrenschoicetherapy.co.uk/sensory-circuits/</p>	
<p>Support provided for vulnerable families to support their attendance and wellbeing for example providing breakfast club/temporary bus passes/breakfast and snacks/pre-loved uniform and shoes.</p>	<p>Build a shared understanding of the strengths and needs of your socio-economically disadvantaged children. It’s only when you know your context well that you can make a positive difference to pupils. https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs</p>	<p>3,4</p>
<p>Support provided to our ‘Young Carers’ through a school run Young Carers group.</p>	<p>“Social and emotional learning approaches have a positive impact on academic outcomes.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Research carried out by Carers Trust and The Children’s Society shows that, on average, young carers miss or cut short 48 school days a year and often have lower levels of self-confidence, mental wellbeing and significantly lower educational attainment at GCSE level, because of their caring role.</p>	<p>3, 4</p>

Total budgeted cost: £161,782

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 2024/25 academic year using key stage 2 and EYFS performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Attainment of the disadvantaged groups at the end of EYFS, KS2 and in Year 1 and 2 phonics was in line or above that of disadvantaged national data in all areas. In Year 1, published outcomes show 57% of disadvantaged pupils (6 out of 14 children) achieved the expected standard in their phonics check. In EYFS, we had three children on roll entitled to pupil premium and all three of these achieved GLD (100%). At the end of KS2, 41% of the 17 disadvantaged children achieved expected standard in combined Reading, Writing and Maths. This was in line with national for the disadvantaged group.

Although our 2025 outcomes for the disadvantaged group are at least in line/above national outcomes for the same group, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is larger than we'd like in some areas. This is reflective of national figures and demonstrates the additional challenges disadvantaged pupils can face.

We have worked hard to improve the attendance of disadvantaged pupils. We made good progress in this area during the period covered by the last pupil premium strategy.

Absence among disadvantaged pupils was 4.1% higher than their non-disadvantaged peers in 2021/22. In 2022/23 absence among disadvantaged pupils was 3.2% higher and in 2023/24 2.6% higher. In 2024/25 it has remained at a similar 2.7% higher.

Persistent absence for the pupil premium group was around 12% higher than overall in 2022/23 but this gap had decreased significantly to 8% by the end of 2023/24. The gap reduced again slightly in 2024/25 to 7.7%.

We are proud of these improvements over time and wish to continue to build on them.

Our observations and assessments have demonstrated that pupil behaviour has improved over the last plan, but challenges in relation to wellbeing and mental health remain significantly high. The impact of the pandemic on disadvantaged pupils

and their families was particularly acute and we are still seeing the effects of this.

We are working hard to achieve the outcomes that we set out to achieve by 2025/26, as stated in the 'Intended Outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

Further information (optional)

In planning our pupil premium strategy we triangulated evidence from multiple sources of data including assessments, classroom observation, conversations with parents, children, teachers and support staff in order to identify the challenges faced by our disadvantaged pupils. We identified any barriers to learning, whether they be academic, social and emotional, mental health or from low attendance at school.

The pupil premium lead has attended training from the National College and Mark Rowland on how best to implement pupil premium.

As an SLT we have looked at reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. The EEF is a valuable source of information for us.

We used the EEF's Guide to the Pupil Premium

(<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>)

alongside the DfE's guidance for school leaders

(<https://www.gov.uk/government/publications/pupil-premium>) to help us develop our strategy and, as described above, used an 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school for our children.