

# Pupil premium strategy statement

At Mapplewells Primary and Nursery school, we are committed to removing barriers to success for all our children and close any gaps between their peers, ensuring that every child maximises their potential. We know that the impact of COVID 19 and the cost of living crisis on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.

This statement details our school's use of pupil premium (2025 to 2026 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	Mapplewells Primary and Nursery School
Number of pupils in school	310 F2-6 333 F1-6
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/ 23 – 2025/ 26
Date this statement was published	Nov 30 <sup>th</sup> 2025
Date on which it will be reviewed	September 1 <sup>st</sup> 2026
Statement authorised by	Andrew Whittle
Pupil premium lead	Ryan Latkowski
Governor / Trustee lead	Roz Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,980
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,980

# Part A: Pupil premium strategy plan

## Statement of intent

At Mapplewells, we believe every child deserves to be championed and given the strongest possible start to their educational journey. Our philosophy is rooted in building meaningful relationships from the very beginning—with both our children and the wider school community—so we can truly understand each child’s aspirations, preferences, and circumstances. We stand by the belief that *“No significant learning occurs without a significant relationship.”* — James P. Comer, 2001.

We are committed to supporting pupils at the point of need, carefully monitoring both their academic progress and their broader emotional and developmental well-being. Our goal is to ensure that disadvantaged children have full access to a rich and varied curriculum, not only in core subjects but across all areas of learning and beyond. We strive to provide experiences, skills, and knowledge that will empower our Pupil Premium children throughout their education and into adulthood.

Our passion lies in breaking down barriers and enabling every child to reach their full potential. We work closely with families to foster engagement and ensure that children in receipt of Pupil Premium—and their families—receive the support and advocacy they deserve. We consistently go the extra mile to raise attainment, support social and emotional development, improve attendance, build cultural capital, and prepare our pupils for life in modern Britain.

We also recognise that due to the ongoing impact of the cost-of-living crisis, more families in our community may now be eligible for Pupil Premium support. The challenges faced by these pupils—such as attendance issues and mental health concerns—are identified through a range of sources, including research from the DfE and Education Endowment Fund, school data, professional dialogue with staff, and direct engagement with children and families.

As a staff, we designed our curriculum vision together through an excellent understanding of our community, our families and most importantly our children. Our curriculum was driven through the following principles and our vision is communicated through the acronym:

**MOVE** – **M**emory (inc. knowledge); **O**pportunity; **V**ocabulary (inc. reading); **E**quality & Equity.

These key principles also underpin the strategy for our children in receipt of pupil premium. As part of the plan we want all children to attain and acquire the same knowledge and skills as their peers, through high-quality first teaching and further interventions; we want our children to have a range of opportunities throughout their time at Mapplewells through played, written, performed, holistic experiences as well other opportunities outside of school; develop the children’s vocabulary from the moment they enter school and develop through early reading and a vocabulary rich curriculum. Ultimately providing equality and equity for all children, as we want to ensure that all children have the opportunity to succeed and also have an understanding and knowledge of the wider world so that they are ready to be lifelong learners and go on to achieve SUCCESS in the future.

## Challenges

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

Challenge number	Detail of challenge
1	Improve aspirations and maximise potential of the children so they believe they can achieve the best. <a href="#">(Linked to SIP 2 and 3)</a>
2	Develop and improve vocabulary, spelling and language skills – by exposure to an oracy-rich curriculum. <a href="#">(Linked to SIP 1,2 and 3)</a>
3	Develop and demonstrate higher level reading skills by exposure to a wide variety of texts. <a href="#">(Linked to SIP 2 and 3)</a>
4	Increase application of maths fluency and concepts by embedding maths mastery teaching and providing opportunity to apply concepts to real-life problem solving. <a href="#">(Linked to SIP 1 and 3)</a>
5	Identify the children with speech and language skills at a lower point on entry into school and provide intervention and boosters. <a href="#">(Linked to SIP 3)</a>
6	Monitor and intervene with children with lower attendance and punctuality rates and work with parents to support children in their learning.
7	Work with families to ensure home life factors, such as social care involvement and wellbeing issues are not barriers to learning.

## 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 outcomes	Success criteria
Pupils demonstrate increased self-belief and ambition, reflected in improved engagement and academic progress.	<ul style="list-style-type: none"> <li>PP children demonstrate a resilient mindset – evidenced through work in class, pupil dialogue and progress and attainment.</li> <li>Pupil Premium specific learning walks identify pupils demonstrating positive learning behaviours.</li> <li>Pupils demonstrating independent learning.</li> </ul>
Pupils show measurable improvement in vocabulary use, spelling	<ul style="list-style-type: none"> <li>End of year data shows significant progress of PP children in reading and writing.</li> <li>Pupil Premium specific learning walks identify pupils demonstrating positive learning behaviours.</li> </ul>

accuracy, and oral language skills across the curriculum.	<ul style="list-style-type: none"> <li>• Teacher-led interventions focus on pupils specific areas of need (pre and post teaching)</li> <li>• SALT interventions used as appropriate to improve spoken language and increased vocabulary.</li> <li>• Quality first Teaching and Learning.</li> </ul>
Pupils demonstrate enhanced comprehension and inference skills, with improved reading attainment and engagement.	<ul style="list-style-type: none"> <li>• Some PP children reaching a greater depth in reading – End of year data</li> <li>• Pupil Premium specific learning walks identify pupils demonstrating positive learning behaviours.</li> <li>• Teacher led interventions focus on pupils' specific areas of need (pre and post teaching) Quality first Teaching and Learning.</li> </ul>
Pupils apply mathematical concepts confidently in varied contexts, showing increased fluency and problem-solving ability.	<ul style="list-style-type: none"> <li>• Increased confidence in maths – evidenced through observations, pupil dialogue and progress and attainment.</li> <li>• Teacher-led interventions focus on pupil's specific areas of need (pre and post teaching).</li> <li>• Parents and carers feel more confident in supporting their children out of school.</li> <li>• PP children receiving a greater level of support at home – evidenced through end of year maths data.</li> <li>• Quality first Teaching and Learning.</li> </ul>
Identified pupils make expected or better progress in speech and language development through targeted support.	<ul style="list-style-type: none"> <li>• Additional speech and language provision with the foundation unit.</li> <li>• Additional speech and language interventions delivered.</li> <li>• Higher percentage of PP pupils passing the Year 1 Phonics test.</li> <li>• Training workshops for parents.</li> </ul>
Attendance and punctuality for targeted pupils improves to at least 95%, with reduced persistent absence.	<ul style="list-style-type: none"> <li>• Identify specific pupils.</li> <li>• Increased parental involvement and confidence to support children.</li> <li>• PP children receiving a greater level of support at home – evidenced through end of year data.</li> <li>• Parents will attend extra-curricular activities.</li> </ul>
Pupils affected by home life challenges show improved engagement and progress, supported by strengthened family partnerships.	<ul style="list-style-type: none"> <li>• Emotional support with be provided as required.</li> <li>• Families signposted to outside agencies when required for additional support.</li> <li>• Families invited into school for regular updates on work, behaviour and attitude.</li> </ul>

## 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: £36,490.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality first teaching.	“The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.” EEF	1, 2, 3, 4, 5
Children given the opportunities to receive feedback about their work	EEF’s project on feedback showed that “Feedback studies tend to show very high effects on learning.... Effective feedback tends to: encourage and support further effort; be given sparingly so that it is meaningful...” +8months	1, 3, 4, 5
CPD given to all staff to further embed the ‘Maps for Mapplewells’ teaching and learning approach and secure foundational aspects of learning key to their next stage of development.	Refining the Teaching and Learning approach so that there is a consistent approach throughout the school.	1,2, 3, 4, 5
All staff provided with support, CPD, release time, mentor support, SLT support to begin their early career in teaching.	“We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic grades. Yet recruiting and retaining teachers – particularly2, to disadvantaged schools - is challenging.” ‘Sir Kevan Collins Chief Executive of the EEF’	1,2, 3, 4, 5
CPD provided on curriculum planning (LTP & MTP) and ensuring children retain knowledge to long term memory.	<i>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</i> EEF Guide to support school planning.	1, 2, 3, 4, 5
All children have access to quality first teaching relevant to their year group.	Children will have access to high-quality teaching relevant to their year group and age in Reading, writing and maths. This has been implemented due to past success and from the evidence in the EEF’s study on “Reducing class size” +3months	2, 3, 4, 5

Cover provided to release teachers and subject leaders to attend CPD and further enhance the curriculum.	<i>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</i> EEF Guide to support school planning.	2, 3, 4, 5
Ensure all relevant staff (including new staff) have received training to use the White Rose and NCETM resources effectively.	EEF's project on mastery teaching approach showed that "Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills."	2, 3, 4, 5
Early Reading Leader to provide CPL and coaching for teachers and TAs.	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months' progress. We have found CPL and coaching effective in school with an impact on outcomes for pupils. All children who have not passed the Phonics screening are in receipt of the PP and have SEND	2, 3, 5

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

Budgeted cost: £18,245.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rise and Shine morning reading sessions	Previous success – research into small group working	2, 3, 5
Phonic support in years 1, 2, 3, and 4 to develop and accelerate learning.	Previous success – research into small group working	2, 3, 5
Specific phonics and reading interventions led by class teachers.	Previous success – research into small group working	1,2, 3, 5
Phonics intervention for all who did not pass Phonics screen	Phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics	1, 2, 3, 5

Pre and post learning interventions based on AfL to ensure that children keep up rather than catch-up	Previous success – research into small group working Effective use of pre-teaching to improve the self-confidence of disadvantaged children as they begin a new topic	1, 2, 3, 4, 5
Structured interventions delivered to support pupils in maths.	evidence shows that small group tuition is effective .... EEF toolkit +4 months	4
Afternoon/ lunchtime interventions for Year 4 children to practise times tables.	evidence shows that small group tuition is effective .... EEF toolkit +4 months	4
Phonics / Speech and language workshops for parents.	Previous success and a focus of need within our school community. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact...+2 – 3 months progress...EEF Toolkit.	1, 2 5, 7
After school clubs for year 4 children to practise times tables.	evidence shows that small group tuition is effective .... EEF toolkit +4 months	4
After-school club for year 6 children to catch up in reading, maths and EGSP.	evidence shows that small group tuition is effective .... EEF toolkit +4 months	1, 2, 3, 4,

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

Budgeted cost: £18,245.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Having a clear understanding of who the low attenders are.	Have a clear list that is amended / updated weekly	6,7
Attendance team to monitor attendance, liaise and support children and families.	Engage with parents and provide support (signposting) when appropriate – build on proven previous success.	6, 7
Continue to fund PP children with subsidised trips, entrance to school events	Broadening of personal experience. EEF states that this has moderate impact for moderate cost. Belonging to the school community is key and therefore taking part in both residential and curriculum trips is vital. <i>'Education should be about broadening minds'</i> Amanda Spielman.	6, 7
ELSA (Emotional Literacy) programme	To provide pupils with the opportunity to focus on their feelings and discuss and concerns in a familiar and play based environment.	1, 6, 7

Additional support to be used at home – homework packs/class texts/revision books and support with uniform with provision.	To provide additional concrete support items Pupil Organisers	1, 6, 7
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**Total budgeted cost: £72,980.00**

## 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.

100% of Year 1 children eligible for Pupil Premium successfully passed the Phonics Screening Test. The strategy allowed the class teacher to deliver phonics interventions which resulted in excellent phonics results. In addition, excellent results were achieved for children eligible for pupil premium in KS2 – all KS2 were above national standard. As a result of supporting home learning with targeted homework books there has been improved engagement and maintained high expectations. Booster and interventions also took place and focused on pupils' gaps. The assessment tool allowed personalised interventions to be planned which led to purposeful interventions that allowed progress – all of which enabled pupils to achieve excellent results. MTC results showed that 60% of children eligible for Pupil Premium achieved full marks in comparison to the national data of 38% (all pupils). ELSA continues to be a positive programme for pupils, this also allows pupils to feel they are supported, listened to and have a trusted adult in school. Therefore, pupils can use strategies they have worked on during ELSA sessions to deal with any barriers to learning. Rise and Shine reading has seen an increase in the people who attended and this will continue to be a priority. There has been a rise in the number of Pupil Premium children accessing after school provision. This will continue to be a focus throughout the next few years.

Outcomes for children eligible for Pupil Premium were in-line with or significantly above outcomes for all children nationally in the end of KS2 assessments.

	Mapplewells outcomes for children eligible for Pupil Premium 2025.		National outcomes for non-disadvantaged children.	
	ARE	GDS	ARE	GDS
Reading	91%	55%	75%	33%
Writing	91%	9%	72%	13%
EGPS	82%	55%	73%	30%

Maths	73%	18%	73%	26%
Combined	73%	0%	62%	8%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A