

Pupil premium strategy statement 2024 - 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Methley Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	7.8% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sallie Elliott, Headteacher
Pupil premium lead	Leigh Brook
Governor / Trustee lead	Julie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49 995

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment. As a trust we endeavour to provide 'cradle to career' opportunities for our pupils to enable them to achieve, thrive and make a difference.

Our aim is for all children to achieve well throughout the curriculum, although an emphasis is given to developing the core skills, knowledge and understanding in oracy, reading, writing and maths because without these children are unable to access other subjects.

In order to be highly successful in improving achievement for the children eligible for pupil premium, we will:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Act early and use robust diagnostic assessment to identify gaps.
- Draw on research evidence (such as EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that *all* day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, timely and useful feedback about their work, and ways that they could improve it (AFL).
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.

- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Ensuring all pupils have involvement in activities that promote self-efficacy and belonging within our school community in-line with our school values.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that age-related attainment among disadvantaged pupils is below that of non-disadvantaged pupils and they are under represented within above age-related achievement levels. On entry to F1 in the last 3 years, 75-100% of our disadvantaged pupils arrive below age-related expectations due to social and emotional, language and physical support needs compared to approximately 25% of other pupils.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the recent years. 40.5% of PP cohort currently require additional support with social and emotional needs, receiving 1:1 interventions, counselling or small group interventions.
4	Data from reading diaries, pupils accessing homework tasks indicates that PP pupils are less well supported within the home environment.
5	Our attendance data has historically indicated that disadvantaged children have lower attendance than non-disadvantaged children. Disadvantaged pupils are disproportionately represented within the numbers of persistent absence data.

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 oral language skills, etymology and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved spelling attainment among disadvantaged pupils.	KS2 spelling outcomes in the assessment years 2026, 2027 and 2028 show that more than 80% of disadvantaged pupils met the expected standard in spelling strand of SPaG tests. Progress to be tracked throughout KS2 from introduction of spelling scheme.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in the assessment years 2026, 2027 and 2028 show that more than 80% of disadvantaged pupils met the expected standard within writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in the assessment years 2026, 2027 and 2028 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 onwards demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● improved Thrive judgements for disadvantaged pupils.

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: **£27 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments.</p> <p>Release time for staff to analyse data, create IPs and for PP meetings.</p>	<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
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Early Language Training for EYFS at Trust level.</p> <p>Access to enrichment activities.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Ensuring QFT across the curriculum.</p> <p>Staff released for Instructional Coaching which will embed the Guiding Principals in the BLP Great Teaching Blueprint.</p> <p>Continued development for staff for RWInc phonics.</p> <p>Training and continued coaching for RWInc spelling programme.</p>	<p>EEf Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF- Phonics Teaching and learning Toolkit Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2

<p>Release time for RWInc leader to monitor, evaluate and coach staff for phonics.</p> <p>Purchase of Development Days for RWInc with release time for key staff.</p> <p>Purchase of resources and Development Days for Kinetic Letters Handwriting Programme for key staff.</p> <p>Training and continued coaching for Kinetic Letters Handwriting programme.</p> <p>Release time for monitoring and coaching of English lead to monitor, evaluate and coach staff for spelling and handwriting.</p>		
<p>Support pupils with SEL. ELSA continuation.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Release time for Thrive Leading Practitioner to train, resource and coach staff in the Thrive Programme.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Release time for SLT and Pupil Premium Champion to meet, evaluate progress and formulate next steps.</p>	<p>To increase clarity of strategies and future planning. Also, to draw on best practice and research.</p>	<p>All</p>

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

Budgeted cost: **£14 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff release time to Implement and Assess Early Language Interventions in F2.</p> <p>Pre and post teach sessions with focus on vocabulary across the curriculum.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Purchase of RWInc online resources /intervention materials for phonics and spelling.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Using online resources and specifically tailored programmes individual children will receive personalised programmes to fill gaps and accelerate progress.</p> <p>To include:</p> <p>Literacy Pirates, focusing on building confidence and enjoyment in reading and writing.</p> <p>Maths interventions, particularly relating to understanding and use of number facts and operations.</p> <p>Reading interventions, including IDL/Nessy.</p>	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>

Year 6 Booster groups.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Trust Director of Development to meet termly with Attendance Lead. Attendance Tracker set up and discussed bi-weekly with Headteacher and Attendance Lead and actions implemented.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
LM to support pupils with SEMH, through referral.	See above (EEF SEL paper)	3, 4, 5
Pupil Premium Champion mentoring pupils.	See above (EEF SEL paper)	3, 4, 5

Total budgeted cost: £50 000

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.

<p>Our summative assessments in summer term 2025 show that all pupil premium children made good progress and that significant steps were made towards diminishing the gap.</p> <p>By the end of FS2, 50% of pupil premium pupils achieved GLD, compared with an above average of 77.6% of the cohort as a whole. Whilst this is lower, 100% of PP</p>

pupils achieved number, reading and comprehension areas of learning. In Year 1, 75% of pupil premium pupils passed the Phonics Screening Check.

In Year 2, 40% of pupil premium pupils achieved EXS in maths, an increase of 7%. Also, 40% of pupil premium pupils achieved EXS in reading and writing, with 20% of pupil premium pupils achieving GDS in reading. Although not in-line with non-PP, the gap has begun to diminish significantly in the progress that pupils made towards personal targets in attainment.

At KS2, 27% of pupil premium pupils reached EXS in all areas. In reading, 73% of pupil premium pupils achieved EXS with 46% EXS in writing. Pupil premium pupils achieving EXS in maths was 36%. The contributing factors were the high number of PP children at 20% of the cohort (28% of the school's PP cohort being Y6), 18% children with SEN , and those with persistent absence.

One to one and small group interventions and support have been implemented, targeted at PP children who were not on track to achieve EXS. These interventions proved to be effective and progress was accelerated for these pupils.

Our focus on developing quality first teaching has proven to be the right approach. Teaching is fully inclusive through strategies such as 'name the steps' and the 'I do, we do, you do' approach accompanied by sharp emphasis on subject specific vocabulary and use of stem sentences. Effective use of formative assessment within lessons has focussed teaching and informed pre and post teach sessions. We have moved to a culture of 'What have our pupils learnt?' and NOT 'What have I taught?' This has been informed by use of standardised tests and data analysis to create Improvement Plans for classes and cohorts, with focus on PP children.

Due to our more rigorous attendance strategy, we have improved attendance for our PP pupils to 90.99%. Although lower than whole school attendance (95.76%), the gap has diminished and is above National PP attendance (89%). Rigorous monitoring of attendance, with particular attention to PP children, will continue.

Our assessments and observations indicated that pupil wellbeing and mental health continued to be positively impacted last year. ELSA has proven to be effective in supporting individuals and groups of pupils and this funding stream will continue.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Teacher release time to support staff to develop QFT through instructional coaching.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had been effective in diminishing the difference between PP and non-PP and similarly those activities that had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers 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. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

During the previous academic year, training was undertaken by the Pupil Premium Champion in order to allow greater clarity of strategies and future planning. Training was provided for all teaching staff and governors and Trust leaders attended Challenge Days to provide a critical friend approach to strategies. We will evaluate and adjust our plan over time to secure better outcomes for pupils.

