

# Pupil premium strategy statement

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.

***'Disadvantaged children are a privilege to teach, not a problem to be solved'***  
***- Cathy Potter***

## School overview

Detail	Data
School name	South Rise Primary School
Number of pupils in school	501 (including Nursery)
Proportion (%) of pupil premium eligible pupils	204 children (including Nursery) (41%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katie Cutajar
Pupil premium lead	Joe Leslie/Katie Cutajar
Governor / Trustee lead	Francesca Dean

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£339,360

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention 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 this goal, including progress for those who are already high attainers. Leaders have a positive mindset around children who educationally disadvantaged and are asset based in their aspirations for them.

Leaders are engaging in professional networks that address key issues surrounding education disadvantage and these run through our Core Priorities and are being utilised within our daily practice.

We consider all challenges faced by vulnerable pupils, such as Children's Services involvement.

High-quality, adaptive first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and this is evidence in our outcomes (IDSR).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our IDSR evidences a three year above average trend for outcomes of children who are identified as being educationally disadvantaged. Last year, we reversed the disadvantage gap by 5 points in the combined measure. This means that children who are identified as educationally disadvantaged were better prepared than ever for the next stage of their education. This is in line with a three-year trend where the school has narrowed or closed the gap.</p> <p>This needs to be a continuous focus for leaders.</p>

**Expected standard**

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
5 year	240	73%	61%	Above (gap +2)	Not applicable	Not applicable
2023	22	78%	63%	Above (gap +2)	Not applicable	High - 15%
2024	53	64%	63%	Close to average (post-gap)	Not applicable	High - 15%
2025	85	73%	60%	Above (gap +2)	Not applicable	High - 15%

**Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School	National	National distribution banding	National (non-dis)	Gap	Gap Trend	Year group context
5 year	117	64%	46%	Above (gap +1)	60%	4%	Not applicable	Not applicable
2023	80	74%	47%	Above (gap +2)	60%	1%	Widening gap	High - 15%
2024	40	50%	46%	Close to average (post-gap)	67%	17%	Widening gap	High - 15%
2025	25	69%	44%	Above (gap +1)	60%	2%	Widening gap	High - 15%

**Low prior attainers - Reading, writing and mathematics expected standard**

Year	Cohort	School	National	National distribution banding	Trend	Year group context
5 year	20	14%	11%	Close to average (post-gap)	Not applicable	Not applicable
2023	14	31%	1%	Close to average (post-gap)	Not applicable	High - 15%

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While our educationally disadvantaged children in Year 6 perform well, we have identified other year groups where this needs to be more of a focus, however they do perform better than disadvantaged children nationally.

	PP %			NPP %			Gap %		
	R	W	M	R	W	M	R	W	M
Yr 2	87	67	88	78	76	78	+9	-9	+10
Yr 3	72	61	79	76	73	84	-4	-12	-5
Yr 4	71	71	74	77	72	83	-6	-1	-9
Yr 5	67	59	74	67	67	67	0	-8	+7

We know that our quality, adaptive first teaching style has direct impact in closing the disadvantage gap. The journey of current Year 5 disadvantaged children is below.

**Attainment Overview**

Year Group: 5

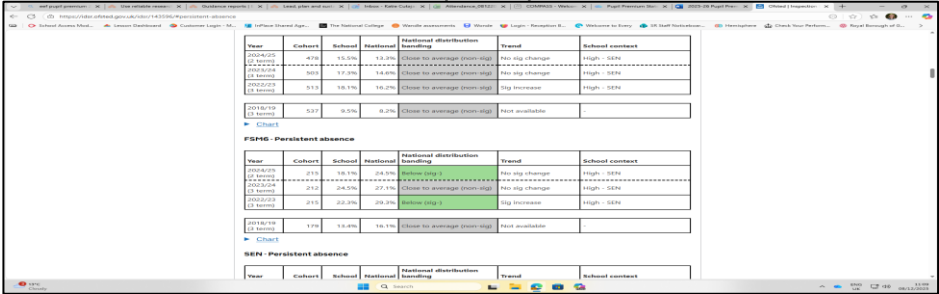
Subject: Reading, Writing, Mathematics

Year Group	Subject	Autumn End of Term		Spring End of Term	
		%	Count	%	Count
All Students	Reading	42%	113	51%	143
	Writing	41%	103	47%	121
	Mathematics	24%	61	26%	67
PP	Reading	39%	93	37%	93
	Writing	38%	93	41%	103
	Mathematics	27%	67	26%	67
Non-PP	Reading	44%	114	56%	143
	Writing	43%	103	52%	131
	Mathematics	21%	51	25%	67

	Year 1 Gap	Year 2 Gap	Year 3 Gap	Year 4 Gap	Year 5 Gap
Reading	-30	-13	-4	-3	0
Writing	-36	-13	-13	-15	-8
Maths	+6	-8	+3	0	+13

3

Children's understanding of how they learn and their ability to manage and overcome setbacks is a challenge for us. Research suggests that providing training in self-regulation (Zones of Regulation) and metacognition is a proven technique to raise progress and attainment and is particularly beneficial for low-income families. It develops the children's ability to reason and think independently.

4	Assessments, 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. 16 pupil premium children compared to 25 overall currently require additional support with social and emotional needs, receiving small group or 1:1 intervention.
5	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.
6	<p>We are pleased that educationally disadvantaged children attend our school more regularly than they do nationally, however we feel that unless all children attend every day that they are able to, there is still work to be done. Last year, we ranked 5<sup>th</sup> out of our group of 21 similar schools nationally.</p> <p>Our attendance data shows that children in receipt of FSM attend 93.6% of the time, where children attending similar schools, only do so 91.8% (DfE). Nationally, these children attend 89.4% of the time.</p> <p>The persistent absence for disadvantaged children from September 2024 – July 2025 was 18.1% compared to 24.5% nationally.</p> <p>We are also concerned about key children who may be presenting with Emotion Based School Avoidance (EBSA).</p>  <p>The screenshot shows a data analysis tool with three main sections: 'National distribution banding', 'FSM - Persistent absence', and 'SEN - Persistent absence'. Each section contains a table with columns for Year, Cohort, School, National, National distribution banding, Trend, and School context. The 'FSM - Persistent absence' table shows a school percentage of 18.1% compared to a national average of 24.5%.</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
Continue to hold the highest of expectations for our children who are educationally disadvantaged so that they leave our school achieving better than their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>Leaders continue to model high expectations, with an asset-based approach, for children <i>'Disadvantaged children are a privilege to teach, not a problem to be solved'</i> - Cathy Potter</li> </ul>

Improved oracy and speech skills for all our children who may need it, with a particular focus on those who are or have been disadvantaged.	<ul style="list-style-type: none"> <li>- Observations, PDMs, professional dialogue and NELI assessments show fewer children with a recognised speech delay and more children acquiring the skills needed to participate fully in our dialogic classrooms.</li> <li>- Embed the ethos of SHREC across our EYFS.</li> </ul>
Continued mental health first aid training/development for specific staff to include ELSA, Sand Play, Drawing & Talking & EBSA.	<ul style="list-style-type: none"> <li>- If signs are spotted early and talked about, more serious mental health problems can be minimised, meaning greater outcomes for children.</li> </ul>
Children across the school are able to access learning and problem solve independently during class time and during play times. This will increase attainment across all subjects, reduce behaviour incidents and increase whole school attendance.	<ul style="list-style-type: none"> <li>- All staff are familiar with the language and understand the meaning of metacognition and self-regulation.</li> <li>- All children have the strategies to resolve difficulties independently.</li> <li>- Self-regulation is evident throughout the EYFS curriculum.</li> <li>- All staff are provided with Zones of regulation training and are confident in its delivery.</li> </ul>
Parent and school relationships for key disadvantaged children and families are stronger and children across the school attend school more regularly.	<ul style="list-style-type: none"> <li>• Attendance for all children is above 96% and the attendance of disadvantaged children is in line with whole school attendance.</li> <li>• The persistent absence gap has decreased.</li> <li>- Parents have information that will enable them to access resources on offer within the local authority based on need.</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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide further CPD for teaching staff to implement aspects of the Trust's Adaptive Teaching Alignment Plan and The Writing Framework from the DfE.	Three Key Summary Recommendations of CPD from the EEF Guidance Report.	1,2



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

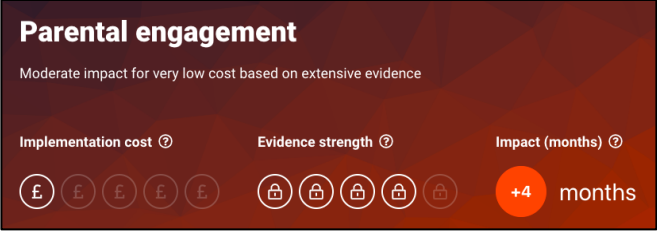
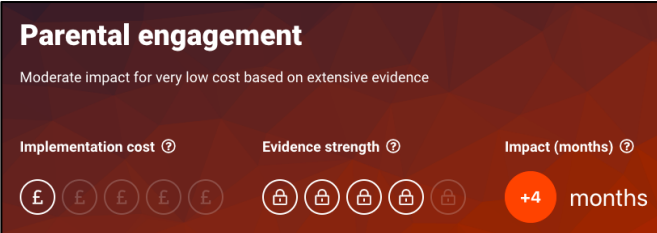
Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and timely targeted interventions run during the school day by senior leaders and experienced teachers targeting Year 6.	Gaps in learning are closed and children are 'test' ready in order to achieve ARE in all three of the combined measures.	1, 2, 4, 5
Boosters for Year 6 children throughout the academic year and for Year 5 after May half term.	Boosters targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 	1, 2, 4, 5
Additional support for PP children with multiple barriers awaiting an EHCP.	Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle which is necessary to gather evidence for an EHCP application. Teaching is adapted well to meet the complex needs of our most vulnerable children including the foundations subjects through support from Willow Dene, our special school within our Trust.	3, 4, 6
Mental Health First Aid training to be continued to increase staff expertise.	If signs are spotted early and talked about, more serious mental health problems can be minimised.	4, 6

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

Budgeted cost: £84,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors to be allocated to work with educationally	These actions will provide emotional and behavioural support for those children who receive pupil premium.	3, 4, 6

disadvantaged children or those with other vulnerabilities as appropriate including SRLC provision.		
Sports Coaches to run lunchtime and after school sessions.	Children have access to high quality provision for sports during lunchtimes and after school.  Physical activity has important benefits in terms of health, wellbeing and physical development. (EEF)	3, 4, 6
Family Support Worker to empower parenting for key families resulting in increased attendance and progress.	 <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p>	3, 4, 6
Leaders to remain focussed on promoting good attendance so that all children attend over 96% of the time.	<p>Engaging parents and children effectively, including through personalised letters and recognition will lead to higher attendance levels.</p>  <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p>	6
Learning mentor to work before, after and during school with key families to support mental health and wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3,4, 6

**Total budgeted cost: £339,360**

# 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of KS2 the gap between our disadvantaged children and those nationally was reversed by 27% and our disadvantaged children non-disadvantaged children nationally by 5% at the combined measure.

**Expected standard**  
All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	240	71%	61%	Above (sig-)	Not applicable	Not applicable
2025	72	78%	62%	Above (sig-)	No sig change	High - FSM
2024	83	64%	61%	Close to average (non-sig)	No sig change	-
2023	85	73%	60%	Above (sig-)	Not available	High - SEN

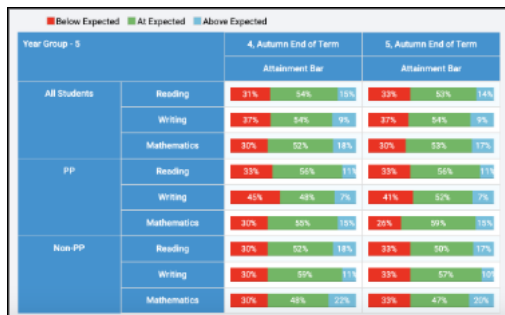
**Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged		School disadvantaged compared to national non-disadvantaged		Year group context		
		School	National	National distribution banding	National (non dis)		Gap	Gap Trend
3-year	117	64%	46%	Above (sig-)	68%	-4	Not applicable	Not applicable
2025	42	74%	47%	Above (sig-)	69%	5	Positive gap	High - FSM
2024	40	50%	46%	Close to average (non-sig)	67%	-17	Widening	-
2023	35	69%	44%	Above (sig-)	66%	2	Positive gap	High - SEN

**Low prior attainers - Reading, writing and mathematics expected standard**

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	29	14%	11%	Close to average (non-sig)	Not applicable	Not applicable
2023	16	19%	12%	Close to average (non-sig)	No sig change	High - SEN

### PP vs. Non-PP children Year 5 Autumn Term 2025



Difference	Trend
R: 0%	
W: -8%	Gap narrowed from Autumn 2024 by 7%
M: +7%	

Our attendance data for disadvantaged children is pleasing; however we will not rest until they attend in line with their non-disadvantaged peers across all schools, not just similar schools. We understand that context is vital for comparisons, however we know that regular attendance at school improves outcomes and changes lives. It is with this in mind that we are not satisfied comparing ourselves with similar schools, although helpful, we are driving for all children to be in school every day that they are physically well enough.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2022/23 (3 term)	513	93.4%	94.1%	Close to average	Relative decline	High - SEN
2018/19 (3 term)	537	95.7%	96.0%	Close to average	Not available	-

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	215	94.0%	92.4%	Above	Relative improvement	High - SEN
2023/24 (3 term)	212	93.3%	92.0%	Close to average	Relative improvement	High - SEN
2022/23 (3 term)	215	92.8%	91.6%	Close to average	Relative improvement	High - SEN
2018/19 (3 term)	179	94.9%	94.4%	Close to average	Not available	-

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	122	93.1%	92.4%	Close to average	Relative improvement	High - SEN
2023/24 (3 term)	109	91.6%	92.1%	Close to average	Relative decline	High - SEN
2022/23 (3 term)	109	91.6%	91.9%	Close to average	Relative decline	High - SEN

## 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
IXL – Online Maths Resource	IXL

## 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

## Further information (optional)

*'Disadvantaged children lack opportunity, not potential' - Marc Rowland*

As a Trust we are focussed on ensuring that our most disadvantaged children achieve well so that they are able to unlock their futures. With this in mind, our DHT has been working with other leaders across the Trust, accessing learning from Marc Rowland and Cathy Potter and the EEF Toolkit, to develop strategies that will have lasting impact.