



Pupil premium strategy statement

This statement details our school’s use of pupil premium, and recovery premium for the 2025 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	Powick CE Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Martha Worthington
Pupil premium lead	Martha Worthington
Governor / Trustee lead	Emma Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Grant is provided by the government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. At Powick CE Primary School our Pupil Premium Strategy has been designed to have lasting impact over a three-year period. The strategy will be reviewed yearly to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant has a long-term effect on pupil outcomes.

At Powick CE Primary School our Christian vision of 'Embracing Learning Together' ensures we foster a school culture where love of each other and love of learning are central to our strategic planning. We recognise the importance of targeting spending so that all children, including the most vulnerable, have opportunities to flourish and reach their potential.

We recognise the value of quality first teaching in achieving this. As a result, this strategy aims to ensure that the Pupil Premium Grant increases the access of our disadvantaged and most vulnerable pupils to high quality learning experiences, which are led by teachers. These include; teacher led pupil conferencing, same day interventions to address teachers' ongoing assessment of children's gaps and misconceptions as well as opportunities for small group school led tutoring by experienced members of school teaching staff.

In addition, Speech and language skills underpin the start of every child's learning journey and children are only able to access phonics and reading once these skills are embedded. We place a high priority on addressing a growing speech and language deficit – specifically with our youngest children – to allow them to access the wider curriculum. Equally, we believe that the teaching of reading is a crucial element of our curriculum as it is the vehicle for learning. This strategy prioritises speech and language provision and promoting engagement with regular reading. Early intervention is key and this strategy allows pupils at our school access to trained professionals, such as Speech and Language therapists

and Educational Psychologists, who are able to identify need and support our teachers to put targeted support in place.

Our school is also aware of the impact of pupils' social and emotional wellbeing on their academic outcomes. This strategy takes account of the need to support the whole child and remove the wider barriers to learning experienced by many of our disadvantaged pupils. We also aim for all of our families to understand the importance of good attendance and being part of our school community every day.

Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions in learning
2	Speech and language difficulties especially on entry to the school
3	Reading engagement and accurate book choice
4	Social and Emotional needs
5	Poor levels of attendance

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
<ul style="list-style-type: none">Disadvantaged pupils will make progress in their attainment specifically in English and maths.	<ul style="list-style-type: none">Attainment data shows that disadvantaged pupils working at all levels have made progress in tracked data.

	<ul style="list-style-type: none"> ● Book scrutiny shows small steps of progress for individual pupils. ● Attainment data shows pupils attending tutoring sessions have made progress in tracked data
<ul style="list-style-type: none"> ● Pupils with speech and language needs are identified quickly ● Teachers have access to the support of Educational Psychologists for individual assessment and to recommend targeted support. ● Targeted support is put in place to enable children to address their individual targets. 	<ul style="list-style-type: none"> ● Speech and language therapist reports progress for her caseload/those supported in small group work. ● Phonics check in Year 1 and 2 shows pupils have made progress ● Pupils with additional needs are identified quickly and make progress against individual targets on the Individual Provision Map
<ul style="list-style-type: none"> ● Reading has a high profile across the school. Pupils are able to make appropriate book choices to both challenge themselves, build reading stamina and foster a love of reading. ● Reading ability is not a barrier for children to access the wider curriculum. 	<ul style="list-style-type: none"> ● Attainment data shows that disadvantaged pupils working at all levels have made progress in reading in tracked data. ● Deep dives in reading show pupils are choosing appropriate books and can discuss their wider reading habits.
<ul style="list-style-type: none"> ● Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum. ● Pupils feel safe and happy at school. 	<ul style="list-style-type: none"> ● Motional assessment shows that specific children are progressing. ● Children receiving social and emotional interventions show progress against their individual academic targets on their Individual Provision Map ● Observation/behaviour records show that pupils with social and emotional needs are able

	to access learning more regularly.
<ul style="list-style-type: none"> ● Attendance concerns are quickly identified and action is taken. ● Pupils with low attendance are supported to improve. ● Families understand the importance of good attendance and feel well supported by the school. 	<ul style="list-style-type: none"> ● Whole school attendance remains above 96% ● Individual pupil's attendance figures show improvement and aim to be above 96%

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

High Quality Teaching

Budgeted cost: £ 8324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD through National College Membership	<p>The EEF report on closing the attainment gap recognises the impact of quality first teaching '<i>What happens in the classroom makes the biggest difference</i>' also that '<i>improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</i>'</p> <p>At Powick we recognise that investing in our staff's pedagogy through continuous professional development will improve outcomes for our pupils. We aim for all pupils to have access to effective teaching and learning in every lesson. This will have an impact on all groups but specifically: '<i>Good teaching for all pupils has a particular benefit for disadvantaged pupils.</i>'</p>	1

	<i>EEF Closing the Attainment Gap: Key lessons learnt in the first six years 2017</i>	
Use of Accelerated Reader program for KS2	<p>There has been a wealth of research which highlights how the importance of communication and language in the early years impacts on pupil's progress in reading. Reading is the key vehicle for the curriculum and in order to ensure all our pupils, including the disadvantaged, make progress we have developed a Powick Reading Approach to ensure consistent high quality teaching of speech and language, phonics and reading at each stage of our pupil's learning journey.</p> <p>During an external review (DoWMAT) it was identified that appropriate book choice was a limiting factor for our pupils. Book choices were not supporting fluency, stamina or reading for pleasure. Pupils were not able to talk more widely about their reading and in some cases were choosing books which were not challenging them or which they could not access.</p> <p>Accelerated Reader, which requires building a resource of excellent texts, addresses this as teachers are able to monitor their children's progress at regular stages. The scheme allows for pupils to be directed towards appropriate books for consolidation and stretch. Reading for pleasure is also a high priority and the regular reading needed to implement AR effectively will ensure regular reading is taking place both in school and at home.</p> <p>A range of studies have found strong and moderate evidence for the use of accelerated reader if well implemented. For instance: <i>Promising Practices Network classified Accelerated Reader as a "proven program" that boosts student achievement</i></p>	3

Targeted academic support

Budgeted cost: £ 17271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to release	Effective feedback has long been recognised as one of the most effective means of ensuring progress for individual pupils and groups of learners. The key elements of ensuring feedback are effective are: ensuring	1.

<p>teachers for Pupil Conferencing</p>	<p>it follows on from high quality instruction, it is carefully timed and is given within a carefully planned approach which encourages learners to welcome feedback and should monitor whether pupils are using it. Finally, the system of feedback should allow for opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. (EEF report – Teacher Feedback to Improve Pupil Learning Points 1-3.)</p> <p>Our feedback policy allows for live marking within lessons to give pupils instant feedback which enables them to make small steps of progress in every lesson. Our Teaching and Learning Policy recognises the impact of accurate and timely assessment for learning and our teachers have received CPD to ensure they are using strategies to support pupils within lessons. Our teachers are the experts on the children in their class and are best placed to assess any gaps in learning or misconceptions. By providing each of our teachers with a weekly Pupil Conferencing afternoon (Extra TA support in class is funded to facilitate this) we are extending the opportunities for our disadvantaged pupils to access effective, timely feedback. They can work with the teacher to use their feedback thus ‘closing the feedback loop’ and leading to progress. As this is becoming embedded as part of our whole school practice children are developing their metacognition and are able to engage in the learning process with greater independence.</p>	
<p>School Led Tutoring</p>	<p>At Powick, we have a clear understanding of the importance of individual support for pupils being linked to their classwork and their individual needs. As a result, we have utilised the funding received from the National Tutoring Funding to enable School Led Tutoring which is led by experienced members of school staff. School staff are best placed to understand the specific needs of the children who are allocated tutoring and are able to liaise on a daily basis with children’s class teachers to ensure they are supporting work in class.</p> <p>As stated in the EEF Teachers Toolkit Individualised instruction can close the attainment gap: <i>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress</i></p>	<p>1</p>

	<p><i>through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</i></p> <p><i>1 For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</i></p>	
<p>Word Aware programme through purchase of additional services with Worcester Speech and Language team.</p> <p>Purchase of WIDGET</p>	<p>There has been a wealth of research which highlights the importance of communication and language in the early years impacts on pupil's progress in reading. Reading is the key vehicle for the curriculum and in order to ensure all our pupils, including the disadvantaged, make progress we have developed a Powick Reading Approach to ensure consistent high quality teaching of speech and language, phonics and reading at each stage of our pupil's learning journey.</p> <p>At Powick we have identified the need to prioritise communication and language during both the Early Years and as children move through KS1 and into KS2. Pupils with speech and language difficulties will find it harder to progress in the wider curriculum and specifically to make progress with phonics and reading.</p> <p>We have chosen to participate in the Word Aware program through the purchase of additional Speech and Language Services. This is part of our long term strategy and initial audits of the project show that the focus on oral language teaching as well as staff training is already developing consistency in whole school practice. This is supported by the consistent use of WIDGET symbols across school to support children with communication difficulties. Alongside implementing changes to our curriculum the additional services provide a Speech and Language Therapist working in school one day a week which manages a caseload of individual pupils and supports staff delivering speech and language intervention.</p>	<p>2</p>

	<p>EEF review of Oral language intervention states: <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)</i></p> <p>DFE Statistics show: <i>Every primary school classroom will have at least 2 or 3 children who have communication difficulties.</i></p> <p>And: <i>Only 20% of pupils who have a speech, language or communication need reach their expected outcomes age 11.</i></p>	
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Wider strategies

Budgeted cost: £ 7705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging support from professionals to support Emotional Health and Wellbeing and Attendance including Emotionally Based School Avoidance</p>	<p>At Powick we recognise that every day and every lesson counts. Pupil's with poor attendance are more likely to have gaps and misconceptions due to missed learning, lack confidence when they have missed out on key skills and knowledge and suffer from disruption to their friendships.</p> <p>Our attendance policy is applied rigorously and regular checks are made to identify and monitor the attendance of persistent low attenders. Working with the WCF attendance team, Attendance hub and engaging the services of other professionals, such as Mentor Link or play therapists, gives our families another line of support with improving attendance and enables the school to raise attendance in the most challenging cases.</p> <p><i>DFE Attendance guidance 2022: Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that</i></p>	<p>5</p>

	<i>it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</i>	
<p>Motional assessment tool</p> <p>Continued membership of Church of England TISUK network and access to TIS CPD</p>	<p>At Powick we understand the importance of pupils social, emotional and mental wellbeing. We care for our children as individuals and aim to ensure all pupils, especially our disadvantaged and vulnerable pupils, have their emotional needs met. Social, emotional and mental health needs are a significant barrier to learning and progress for many children. We have adopted the Trauma Informed Schools approach as a whole school in order to provide a long term, embedded approach to ensuring our pupils build strategies for dealing with their emotional needs and can access their lessons and learning every day. The Trauma Informed Schools approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory, transactional analysis and attachment theory, creativity, play and the arts. At the heart of the approach lies the understanding that children’s behaviour represents a form of communication – of their underlying needs. If we can recognise and meet these needs, children are able to flourish and learn. Continued membership of the Church of England TIS Network will provide access to high quality CPD which will embed this approach for all staff at Powick. The Motional assessment tool enables staff to assess and track progress of pupils with social and emotional barriers to learning.</p> <p><i>EEF report on Social and emotional learning states: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i></p>	4
<p>Access to an educational psychologist, learning support, and professional support for additional needs.</p>	<p>Early intervention is well recognised as having an impact on pupil’s participation in school and the progress they make with their learning journey. We understand that professionals such as the Educational Welfare Officer, learning support, Speech and Language Therapists and Educational Psychologists are best placed to make assessments of a child’s needs and help our teachers better support our pupils and families. This Service Level Agreement enables us to call on expert advice when needed and to quality check the individualised support which pupils receive. We are also, at times, able to use</p>	4

	<p>reports from other professionals to support specific children with diagnosis or application for a Education Health Care Plan which will help them get the right support throughout their school life.</p> <p>SEND Gateway report -Evidence informed practice. (Report into deploying specialists to improve outcomes for learners with SEND).</p> <p><i>From the January 2023 School Census information, it was highlighted that just over 19% of our pupil population receive SEN Support. This clearly highlights a priority for schools and their leaders to ensure that they can provide the best quality of education for their SEND learners. If, by using EPs and SaLTs, they can improve the universal provision, this percentage of our pupil workforce should see an improvement in their provision and outcomes.</i></p>	
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Total budgeted cost: £ 33330

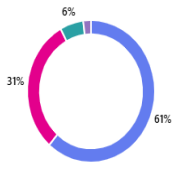
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 2025 academic year.

Aim	Outcome																																				
<ul style="list-style-type: none"> Disadvantaged pupils will make progress in their attainment specifically in English and maths. 	<p>Summer Data 2025</p> <p>In most year groups children who receive Pupil premium funding are achieving Expected Standard.</p> <p>KS1 data (4 children) shows - in reading, writing and maths 75% of Pupil premium pupils achieved EXPECTED STANDARD</p> <p>KS2 data is not representative as only 6 children and other factors impacted –33.3% achieved ARE in Reading and Maths and 50% in writing.</p> <p>In the class with the highest numbers of children who receive Pupil Premium funding (Year 4 – 7 children) 100% of children achieved EXPECTED STANDARD in Reading and 85.8% of children achieved EXPECTED STANDARD in maths and writing.</p> <table border="1" data-bbox="805 1518 1401 1910"> <thead> <tr> <th colspan="4">Pupil Premium</th> </tr> <tr> <th>Attainment % at ARE</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>R (4)</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>1 (3)</td> <td>33.3</td> <td>33.3</td> <td>33.3</td> </tr> <tr> <td>2 (4)</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>3 (1)</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>4 (7)</td> <td>100%</td> <td>100%</td> <td>85.8%</td> </tr> <tr> <td>5 (5)</td> <td>60%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>6 (6)</td> <td>33.3%</td> <td>50%</td> <td>33.3%</td> </tr> </tbody> </table>	Pupil Premium				Attainment % at ARE	Reading	Writing	Maths	R (4)	25%	25%	25%	1 (3)	33.3	33.3	33.3	2 (4)	75%	75%	75%	3 (1)	100%	100%	100%	4 (7)	100%	100%	85.8%	5 (5)	60%	60%	60%	6 (6)	33.3%	50%	33.3%
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	<p>Pupil conferencing in books shows that pupils are making small steps of progress and addressing misconceptions</p> <p>Pupil voice shows that children know how to improve their work as a result of pupil conferencing sessions.</p>										
<ul style="list-style-type: none"> ● Pupils with speech and language needs are identified quickly ● Teachers have access to the support of Educational Psychologists for individual assessment and to recommend targeted support. ● Targeted support is put in place to enable children to address their individual targets. 	<p>The case load of children with speech and language needs has developed throughout the year with an increased number of pupils being assessed in Year R and 1.</p> <p>Phonics data shows that 90% of pupils in Year 1 passed the phonics screening including those with identified S and L needs.</p> <p>Books trawls in writing show that pupils are using an increasingly high level of vocabulary.</p> <p>Pupil conferencing in books shows that pupils are making small steps of progress and addressing misconceptions</p> <p>Professionals have been involved with key children leading to improved support in school and better outcomes for mental health and academic progress. EHCP has been achieved for 4 pupil and support put in place</p>										
<ul style="list-style-type: none"> ● Reading has a high profile across the school. Pupils are able to make appropriate book choices to both challenge themselves, build reading stamina and foster a love of reading. ● Reading ability is not a barrier for children to access the wider curriculum. 	<p>At the end of KS2 (Summer 2024)</p> <p>Reading data showed the majority of children across year groups are ARE+ for reading.</p> <table border="1" data-bbox="802 1659 1201 2051"> <thead> <tr> <th>Attainment % at ARE +</th> <th>Reading (GD)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80%</td> </tr> <tr> <td>1</td> <td>78.6%(25%)</td> </tr> <tr> <td>2</td> <td>72.7%(31.8%)</td> </tr> <tr> <td>3</td> <td>82.8(27.6%)</td> </tr> </tbody> </table>	Attainment % at ARE +	Reading (GD)	R	80%	1	78.6%(25%)	2	72.7%(31.8%)	3	82.8(27.6%)
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<ul style="list-style-type: none"> ● Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum. ● Pupils feel safe and happy at school. 	<p>Motional assessments for individual children show progress and this is reflected in behaviour and accessing learning</p> <p>Results of the Pupil Questionnaire 2025 show children feel safe and happy:</p> <p>10. I feel safe when I am at school (0 point)</p> <table data-bbox="821 1765 957 1863"> <tr> <td>● All of the time</td> <td>62</td> </tr> <tr> <td>● Most of the time</td> <td>31</td> </tr> <tr> <td>● Sometimes</td> <td>6</td> </tr> <tr> <td>● Never</td> <td>2</td> </tr> </table> 	● All of the time	62	● Most of the time	31	● Sometimes	6	● Never	2
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<ul style="list-style-type: none"> ● . Attendance concerns are quickly identified and action is taken. 	<p>Compared to national attendance data Powick is the 5th decile top 40-50% of schools.</p>								

<ul style="list-style-type: none"> ● Pupils with low attendance are supported to improve. ● Families understand the importance of good attendance and feel well supported by the school. ● 	<p>Persistent absence decile 3 the top 20-30% of schools</p> <p>(Snapshot of attendance 23.06.25 94% Attendance Persistent Absence 9.8% - reduced in year from 13%)</p> <p>Pupil premium children had 92.24% attendance with only 2.14% of unauthorised attendance. This figure includes 4 children who are severely absent for unique reasons.</p>
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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
National College CPD	The National College
Accelerated Reader	Renaissance Education
Word aware	Thinking Talking (Led by Worcestershire Speech and Language Team)
Motional	Motional