



# Pupil premium strategy statement Fleet Wood Lane Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2026 to 2029
Date this statement was published	15/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Mrs Ceri Tacey Headteacher
Pupil premium lead	Mrs Ceri Tacey Headteacher
Governor / Trustee lead	Colleen Shaw Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 80,295
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 151,500

# Part A: Pupil premium strategy plan

## Statement of intent

At Fleet Wood Lane Primary School we aim to enable all pupil premium children to reach their full potential by working towards achieving national standards in reading, writing and maths making accelerated progress to narrow the gap between them and their peers. Due to our children's identified barriers we prioritise the development of language, early reading and phonics and our current strategy is to ensure good quality teaching for all children. Our key principles are that all children receive good quality teaching and learning, CPD for staff is of high quality and identifies long term strategies for improvement. Interventions are carefully planned and targeted to accelerate progress. Our other priorities are factors that affect children's progress and well-being such as attendance, behaviour, regulation of emotions and family support and partnership.

## Challenges

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

Challenge number	Detail of challenge
1	Early Language development and oracy.
2	The development of phonics and early reading.
3	The development of Reading for pleasure.
4	Progress in all curriculum areas through high quality teaching.
5	Emotional wellbeing, self-confidence and regulation of emotions.
6	Family partnerships and support
7	Attendance and persistent absenteeism.

## 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
Continued to achieve good outcomes for pupils in EYFS who enter with low Communication and Language skills.	Continue to exceed LA data for pupils at expected for Communication and Language at the end of EYFS.
To continue to improve and to meet the National Standard of pupils achieving the expected standard in phonics for Year 1.	Pupil Premium Pupils continue to close the gap for the expected standard in Year 1. Year on year figures continue to rise (+9% in 2024/25).
To continue to improve the number of pupils achieving National Standard in Reading in KS2 and increase the number of pupils who are reading for pleasure across the school.	Published results year on year show improvement. (+27.9% in 2024/25). Disadvantaged pupils achieving the expected standard is significantly increased.
Improved number of pupils achieving expected in reading, writing and maths across the school.	Progress data points showed increased numbers of pupils achieving expected and increased progress for disadvantaged pupils.
Improved emotional literacy and regulation for pupils.	Reduced number of incidents of dysregulation and a presence of a common language for regulation and emotional support.
Improved partnership with families engaging with their child's learning.	Increase in participation through assemblies, parent meetings, Tapestry sharing of work, open mornings, improved communication, surveys and special events.
Increased participation in school visits and experiences for disadvantaged pupils.	Program of planned visits and experiences for all pupils and significant increase in participation from pupils in disadvantaged groups, including residential visits.
Improved attendance of disadvantaged pupils meaning fewer persistent absentees. Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils that	Improved attendance of disadvantaged pupils meaning fewer persistent absentees. Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils

are persistent absentees will be in line with or lower than national average.	that are persistent absentees will be in line with or lower than national average.
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## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Walkthrus training and membership	<a href="#">Teaching WALKTHRUS by Tom Sherrington...   St. Matthew's Research School</a>	1, 2, 3, 4, 5
Active Spelling	<a href="#">L.E.A.D Teaching School Hub - Active Spelling Impact</a>	1, 2, 3, 4
ELSA training	<a href="#">The-Emotional-Literacy-Support-Assistant-ELSA-Programme-Can-you-develop-an-evidence-base-for-an-adaptive-intervention.pdf</a>	5, 6, 7
Funding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils including maintaining resources and training.	<a href="#">Phonics   EEF</a>	1, 2, 3, 4, 5
KS2 external Reading Audit and planning through LEAD Teaching School Hub to support the development of reading attainment and reading for pleasure	<a href="#">Reading For Pleasure   National Literacy Trust</a>  <a href="#">Getting all pupils reading – Ofsted: education</a>	1, 2, 3, 4, 5, 6
Resources to support development of Reading for Pleasure	<a href="#">Reading For Pleasure   National Literacy Trust</a>	1, 2, 3, 4, 5, 6

LSA support for targeted cohort	<a href="#">The Teaching Assistant role and SEND: three approaches to...   EEF</a>	1, 2, 3, 4, 5
MSA support	<a href="#">The Lunchtime Listen Report</a> <a href="#">How To Improve Lunchtime Behaviour</a>	5, 6, 7
Talk for Writing Resources and continued CPD	<a href="#">Talk for Writing - pilot   EEF</a> <a href="#">What is Talk for Writing? - Talk for Writing</a>	1, 3, 4, 5
Extensive CPD for all staff, including subject leadership, English, Language development, guided reading, spelling, phonics, Forest Schools Teaching and other areas related to SDP.	<a href="#">Effective Professional Development   EEF</a>	1, 2, 3, 4, 5, 6, 7
NFER Standardised Testing	<a href="#">How monitoring can support decision making in schools   EEF</a>	1, 2, 3, 4
INSIGHT Assessment Tracker and Provision Mapping	<a href="#">How monitoring can support decision making in schools   EEF</a>	1, 2, 3, 4

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Casey Counselling	<a href="#">New research shows multiple benefits of school counselling</a>	5, 6, 7
Reading Plus	<a href="#">Getting all pupils reading – Ofsted: education</a> <a href="#">Researched Based Reading Intervention Program   Reading Plus</a>	3, 4, 6
ELSA	<a href="#">The-Emotional-Literacy-Support-Assistant-ELSA-Programme-Can-you-develop-an-evidence-base-for-an-adaptive-intervention.pdf</a>	5, 6, 7

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

Budgeted cost: £ 55, 708

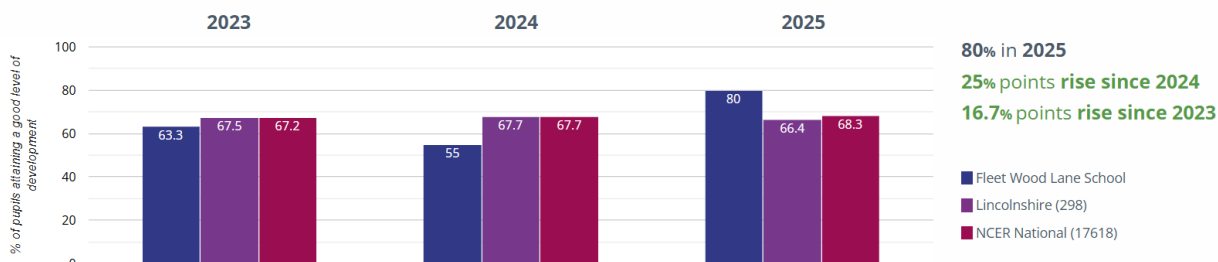
Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind approach to emotional wellbeing and regulation	<a href="#">Meet myHappyMind - Transforming Mental Health Education</a>	1, 4, 5, 6, 7
Tapestry online learning journal to share learning with families from R to Y6 and for families to share significant events with us.	<a href="#">Parental engagement   EEF</a>	1, 4, 5, 6, 7
CPOMS Safeguarding and Staff safe confidential recording system	<a href="#">Case Studies</a>	5, 6, 7
TES Parent Meetings	<a href="#">Parental engagement   EEF</a>	6
Forest Schools Provision	<a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a>	1, 4, 5, 6, 7
Outdoor classroom to support Forest Schools Provision, Reading for pleasure, outdoor learning and parental engagement	<a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a>  <a href="#">Parental engagement   EEF</a>	1, 2, 3, 4, 5, 6
Attendance approaches including additional time for attendance analysis with Administrator to closely track pupils and incentives for good attendance.	<a href="#">RS Network   Why improving school attendance is 'everyone's business'.</a>	4, 5, 6, 7
Support financial access to the Visits and Experiences Curriculum in school.	<a href="#">The EEF Guide to the Pupil Premium   EEF</a>	4, 5, 6, 7

**Total budgeted cost: £ 103,491**

# Part B: Review of the previous academic year

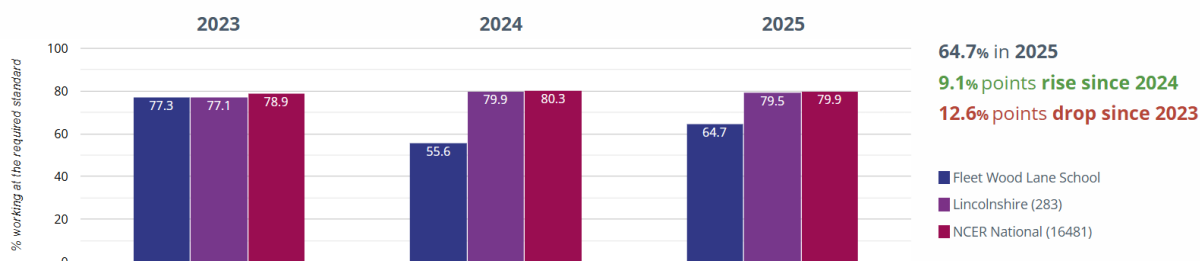
## Outcomes for disadvantaged pupils

### ★ Good Level Of Development

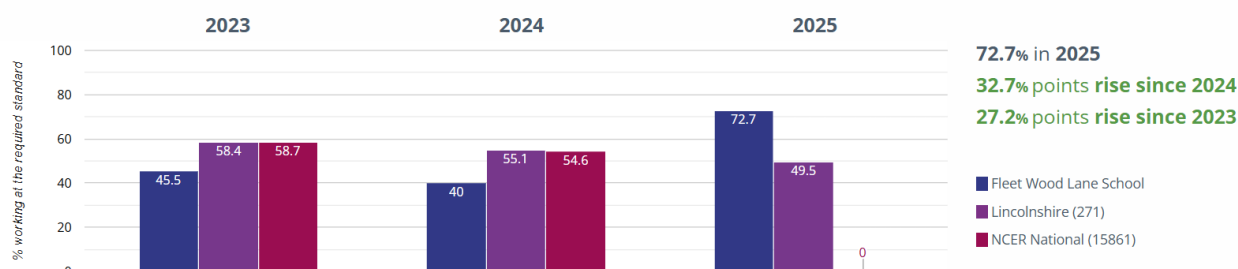


- There were significant improvements in the attainment of pupils achieving a good level of development in EYFS at the end of 2024/2025. Only 1 child from the disadvantaged group did not achieve a Good Level of Development in **all** areas, remaining as working towards in reading and writing.

### 📖 Year 1: Working At

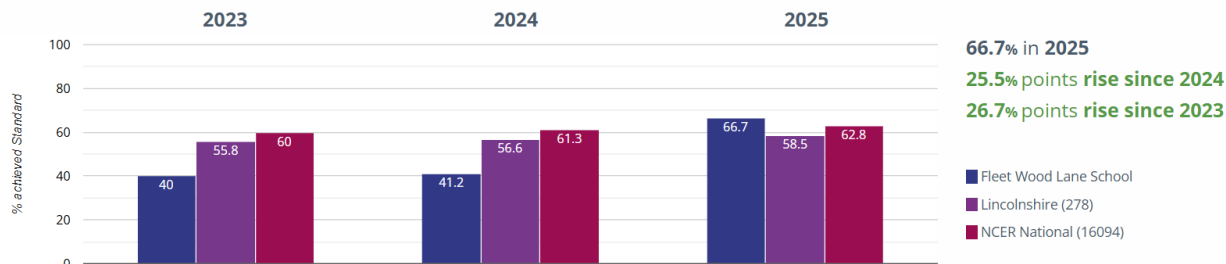


### 📖 Year 2: Working At

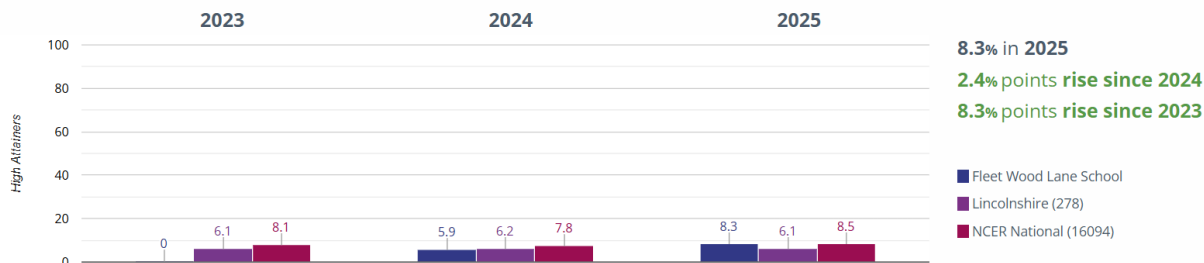


- There were significant improvements in attainment in Phonics in both Year 1 and Year 2 and we are aiming to build on these for 2025/26. 2 out of 6 pupils in Year 1 who did not reach the expected standard were disadvantaged. 3 out of 12 Year 2 pupils who resat the screening were disadvantaged and 2 of those did not reach the target this time.

### 888 RWM - achieved standard



### 888 RWM - high attainers



- There were significant improvements in attainment in end of KS2 attainment.
- 50% of Year 6 pupils qualified for FSM, 20% of those were absent for the tests. Of those who took the tests, 50% achieved expected in all 3 RWM, 20% achieved greater depth in 1 or more subject, 10% achieved expected in 2 subjects and 30% achieved expected in 1 subject.