

---

# **Grazebrook Primary School Pupil Premium Strategy Statement 2025-2026**

---



Kindness



Focus



Creativity



Responsibility



Collaboration

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Grazebrook Primary School
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	26%
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	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicole Reid, Executive Headteacher
Pupil premium lead	Katie Beecroft, Headteacher
Governor / Trustee lead	Chris Howard, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166, 650
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	£166, 650

## Part A: Pupil premium strategy plan

### Statement of intent

At Grazebrook we are committed to ensuring excellence for all, but especially for our most vulnerable pupils. The aim of our pupil premium strategy is to ensure that all disadvantaged pupils regardless of their starting points and background reach their potential and achieve at least as well as their non-disadvantaged peers across the curriculum.

We will ensure that we have high aspirations for all vulnerable pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs. We will focus on building the pedagogy and subject-specific knowledge of all our staff through comprehensive professional development as high-quality teaching is proven to be the most effective tool for raising attainment for all pupils and closing the disadvantage attainment gap.

At Grazebrook, we put reading at the heart of our curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics. Fluency and comprehension is key to improving life chances for our pupils..

We will focus on the key challenges which are preventing our disadvantaged pupils from attaining as well as our non-disadvantaged pupils. These areas are:

- depth and breadth of vocabulary
- the ability to articulate ideas and develop reasoning
- a lack of wider life experiences that build background knowledge
- understanding of the world around them.

The approaches we have adopted support pupils to make a strong start at primary school and help them excel. To ensure that these are effective, we will: rapidly and robustly assess children's communication and reading skills when they join the school with interventions put in place as needed; closely monitor the progress of pupils and intervene early to address gaps as they appear; ensure all staff understand that they are accountable for the outcomes of disadvantaged pupils and ensure that they have high aspirations for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments, discussions and observations reveal delays in language acquisition and depth of vocabulary use for some disadvantaged pupils.
2	Internal data shows that some disadvantaged pupils attain less well in reading, writing and maths than their non-disadvantaged peers.
3	End of Key Stage 2 assessments reveal that there is a gap between the number of disadvantaged pupils who attain greater depth in writing and mathematics than their non-disadvantaged peers.
4	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points than their non-disadvantaged peers which can impact on their depth of knowledge of aspects of the world in wider curriculum lessons.
5	Our attendance analysis shows that some disadvantaged pupils are persistently absent from school. This figure is slightly higher than non-disadvantaged pupils.

## 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
All disadvantaged pupils have improved knowledge of vocabulary and the ability to explain and reason orally.	<ul style="list-style-type: none"> <li>- Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons. These are seen being deployed consistently in lessons across the school.</li> <li>- Key vocabulary is mapped across the curriculum over time so that children's knowledge of language builds sequentially and cumulatively.</li> <li>- Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>- Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary.</li> <li>- Parents and families know the vocabulary the children are learning through information sent home to them.</li> <li>- The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the classteacher through intervention and booster sessions.</li> <li>- Assessments show a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.</li> </ul>
<p>All disadvantaged pupils leave Grazebrook as fluent readers, able to comprehend and discuss what they read across the curriculum.</p>	<ul style="list-style-type: none"> <li>- On entry assessment identifies pupils with gaps in their knowledge of phonics.</li> <li>- Action is taken to address the gaps and intervention is timetabled immediately.</li> <li>- Additional members of staff are appointed to support specifically with one-to-one phonic interventions.</li> <li>- Children learning to read are ably supported by parents and carers due to the support of school staff.</li> <li>- All children in KS1 are given differentiated support specific to their needs.</li> <li>- Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.</li> <li>- Reading for pleasure is integrated into daily life at the school. All children are read to daily and are able to discuss what they are reading and make recommendations to others.</li> <li>- All children feel confident reading across the curriculum and independently build knowledge of the world through reading.</li> </ul>
<p>All disadvantaged pupils leave Grazebrook with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<ul style="list-style-type: none"> <li>- Assessments identify disadvantaged pupils with potential barriers to learning in mathematics. Support is put in place for them to close gaps within lessons and if necessary outside of lessons.</li> <li>- A timetable of support is created to allow for interventions and sessions (within and outside of the school day) to take place.</li> <li>- Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. Teachers receive support from leaders and training to understand how to ensure all children reach their potential.</li> <li>- Intensive CPD for teachers and support staff, alongside instructional coaching from a maths consultant ensures that provision for all children is excellent and leads to improved outcomes for disadvantaged pupils.</li> <li>- On-line resources such as TT Rockstars are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</li> <li>- Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</li> <li>- Support staff are trained in how to support vulnerable children within and outside of lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>- Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects</li> </ul>
Improved levels of attendance and reduced persistent absence for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Regardless of their socio economic background, all children attend school regularly.</li> <li>- There are no gaps in attendance figures when comparing deprived children and their peers.</li> <li>- Disadvantaged pupils will have an average attendance above 96%.</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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring teaching of phonics and early reading is excellent through our SSP programme by investing in professional development including RWI Development Days for the reading leader and all reading teachers and tutors; facilitating fortnightly practice sessions and weekly instructional coaching.</p> <p>Providing access to families to fully decodable home reader books and e-books.</p> <p>Supporting families to understand early reading strategies through workshops and side-by-side learning.</p>	<p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy to ensure children learn to decode accurately.</p> <p><a href="#">EEF Toolkit Phonics</a></p> <p><a href="#">EEF Improved Literacy in KS1</a></p>	1, 2
<p>Ensuring children are intrinsically motivated to read through developing a love for reading.</p> <p>Ensure children are able to read fluently and confidently by the time they leave primary school. Work with HfL Education to develop the use of their teacher-delivered Reading</p>	<p>There is a wealth of research and evidence that shows the importance to individuals emotionally, culturally and educationally in becoming confident, skilled readers.</p> <p><a href="#">OU RFP Research Project</a></p>	2

<p>Fluency project, initially in Year 2 and 5, then Years 2, 3, 4 and 5.</p> <p>Developing teacher subject knowledge of children’s literature so that they can choose high quality, diverse books for their classroom and support children to develop book talk.</p> <p>Providing professional development to enhance Talk Through Stories in EYFS and KS1 and reading aloud in KS2.</p> <p>Using a reading change team to identify and address gaps in children’s love for reading.</p> <p>Developing children’s knowledge of themselves as readers and introducing them to new authors, genres and writing styles.</p>	<p><a href="#">Closing the Reading Gap</a></p> <p><a href="#">HfL Education Key Stage 2 Reading Fluency Project</a></p>	
<p>The Early Years provides children with a vocabulary rich learning environment with high quality interactions that build vocabulary in preparation for later learning.</p> <p>Ensuring Tier 2 and Tier 3 vocabulary is taught explicitly across the curriculum using the SEEC model.</p> <p>Focus vocabulary is planned in every lesson, shared on learning walls and knowledge organisers. Children are taught to build schemas of vocabulary.</p>	<p>Oral language and vocabulary development ensures children can articulate knowledge accurately.</p> <p><a href="#">EEF Preparing for Literacy</a></p> <p><a href="#">Schema Building</a></p> <p>Mathematics Mastery - Dimensions of Depth - Language and Communication</p>	1, 2
<p>Continuing to develop the use of individualised instruction. in mathematics lessons.</p> <p>Working with a maths consultant to ensure the teaching of mathematics is excellent and meets the needs of all pupils.</p>	<p>The Ofsted Research Review highlights the importance of pupils attaining proficiency to build success and intrinsic motivation in mathematics.</p> <p><a href="#">Ofsted Research Review: Mathematics</a></p> <p><a href="#">Individualised Instruction</a></p> <p><a href="#">EEF Improving Mathematics in EYFS and Key Stage 1</a></p>	3

Mathematics Mastery -  
Dimensions of Depth -  
Mathematical Thinking

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
I Can Early Talk Boost interventions in Nursery	Oral language interventions can have a positive impact on pupils' language skills.  <a href="#">EEF Toolkit Oral Language Interventions</a>	1
SaLT small group interventions	Oral language interventions can have a positive impact on pupils' language skills.  <a href="#">EEF Dialogic Teaching</a>	1
One-to-one RWI phonics and reading fluency tutoring	Targeted phonics interventions have been shown to have a positive impact on pupils, particularly those from disadvantaged backgrounds.  <a href="#">EEF Toolkit One-to-one Tuition</a>	1
Reading fluency interventions (HfL Education and PiXL)	Tuition targeted at specific needs and knowledge gaps can be effective to support those pupils with slower progress.  <a href="#">EEF Improving Literacy in KS2</a>	2
Use of National Tutoring Programme school-led funding to provide precision teaching using Maths Mastery intervention tools	Tuition targeted at specific needs and knowledge gaps can be effective to support	3

	<p>those pupils with slower progress.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p> <p>Mathematics Mastery: Closing the Gap - Teacher Intervention Guidance</p>	
--	---	--

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

Budgeted cost: £46,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a robust structure of attendance monitoring with rapid intervention to reduce absences, including, reminder texts, letters, meetings with families and free breakfast club places for pupils with persistent lateness from disadvantaged families.</p> <p>Support and training for the attendance officer from the local authority.</p>	<p>The DfE guidance identifies strategies that have greatly reduced levels of absence in schools.</p> <p><a href="#">Working Together to Improve School Attendance</a></p> <p><a href="#">National School Breakfast Programme</a></p>	5
<p>Free or subsidised enrichment club places to support with improving the wellbeing of target pupils.</p>	<p>Arts and sports participation approaches can have a positive impact on mental health and academic outcomes in other areas of the curriculum.</p> <p><a href="#">EEF Arts Participation</a></p> <p><a href="#">EEF Physical Activity</a></p>	4
<p>Subsidised places on residential trips.</p>	<p>There is growing evidence that skills such as an ability to respond to setbacks, work well with others, build relationships, manage emotions and cope with difficult situations are</p>	4

	important to children's later outcomes. Residential trips allow children to develop these skills.  <a href="#">EEF Essential Life Skills</a>	
Additional enrichment opportunities and programmes such as debating and wider access programmes	EEF research projects identify the positive impact on mental health, well-being and attainment that building 'cultural capital' can lead to.  <a href="#">EEF Extending Schools</a>	4
Contingency fund for acute issues	Set aside so that issues arising within the school year can be responded to rapidly.	All

**Total budgeted cost: £166, 650**

## 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 2024 academic year.

The school continued to effectively plan for and use the pupil premium funding in 2024-25 to improve pupil outcomes at Grazebrook Primary School. The teaching of phonics and early reading continues to be a priority for the school and has been underpinned by high quality training and CPD for teachers throughout the academic year. External reviews of provision ensure that the school is held to account and identified pupils make accelerated progress. Parents and Carers have been ably supported by the school to deliver effective reading support at home with their children. The school has invested in high quality books to ensure that children are able to practise key skills at home and develop a love of reading. 97% of all Year 1 pupils passed the phonics screening check in June 2025, with 100% of PPG pupils passing the check.

The teaching of vocabulary also continues to be a priority. Tier 2 and tier 3 vocabulary has been carefully structured and sequenced across the curriculum and is explicitly taught in all lessons. Teacher CPD has ensured a robust and consistent approach to the teaching of vocabulary across the school and as a result an increased number of children are able to use high level vocabulary independently in both oral and written work. External reviews have commented on how articulate the pupils of Grazebrook are and that children are able to verbally reason to present their thinking to others.

Early language intervention and support groups have had a significant impact in the early years and key stage one, progress gaps between groups of learners is closing. The use of the national tutoring programme funding has impacted significantly on children in upper key stage two who have received additional out of hours teaching to address gaps in learning.

The school has continued to place a very high importance on attendance since school closures and has utilised the support of an Education Welfare Officer through an external company to ensure any families where children had less than 97% attendance were closely monitored with attendance action plans being put in place where needed to reduce persistent absence figures. Pupils and families have been well informed and supported to get their children into school, on time and attendance and late figures have significantly improved. PPG pupils' attendance is almost inline with all and has greatly improved this year.

The school was able to offer a wide range of enrichment club places as well as academic club places to identified pupils from disadvantaged families. The school continues to build and expand its enrichment offer in order to ensure that all pupils have the cultural capital they need to be successful. Subsidised residential trips, workshops, visits and trips form part of the rich curriculum offer, alongside the use of specialist teachers to support the emotional regulation of some of our more vulnerable pupils.

## 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
Mathematics Mastery	Ark Curriculum+
Read Write Inc	Ruth Miskin Training
Fluency Project	Herts for Learning
KAPOW	

