Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 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	John Fletcher of Madeley Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	41%
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stacey Cross
Pupil premium lead	Sarah Wust
Governor / Trustee lead	Jackie Bletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,310
Recovery premium funding allocation this academic year	£0
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	£144,310

Part A: Pupil premium strategy plan

Statement of intent

John Fletcher of Madeley Primary School is dedicated to providing each and every pupil with the best education possible. We have high expectations for all of our pupils and we believe no child should fall behind. We know it is important to provide appropriate support for pupils from vulnerable groups, including those who may be socially disadvantaged. As a result, we are determined to ensure that all our pupils are given the opportunity to reach their full potential.

Key Elements

In order to best maximize the impact of Pupil Premium spending, we believe the following elements are essential:

High expectations

We are working hard to provide a culture where staff believe in all children and no excuses are made for poor performance. Providing every student with the best possible chance of success requires us to find ways to overcome learning barriers and we will place a high priority on reducing differences in attainment. Our whole school approach involves staff identifying pupils with special needs and obstacles to their learning. We recognize that high quality early years education with a strong focus on early reading and number skills is important for all children, but particularly for those who have experienced disadvantage in their early years.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachieving. Furthermore, there are many vulnerable pupils who do not receive pupil premium funding and do not receive this additional funding.

Quality First Teaching and Learning

Quality teaching and learning are the most important factors for high standards of pupil achievement. It is our commitment to continue to provide all pupils with high-quality teaching. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Spending will be focused on achieving the highest possible standards in reading first, in order for pupils to access the whole curriculum. Developing a language and vocabulary rich curriculum will enable pupils to talk about their learning, and help them express what they have learned and remembered. Teaching and intervention can be

direct or indirect, such as through improving attendance, behaviour, and access to resources and support. Our curriculum is characterised by a wide range of subjects, and we endeavour to make the widest possible range of opportunities available to the children.

Identifying Need

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

Identifying barriers to Learning

The learning process can be complicated for most pupils and they may encounter many barriers to their success. As a means of ensuring that pupils reach their full potential, we believe the identification and elimination of these barriers has a vital role to play. Analysis has shown that typical barriers may be:

· attendance and punctuality issues
· parental engagement and poor mental health
· weak language and communication skills
· behaviour and emotional difficulties
· low confidence and self-esteem
· lack of resources to support homework

Provision

In recognition that each of our pupils has a unique learning style, we implement a variety of strategies aimed at ensuring that they achieve the highest levels of achievement. Provisions are adjusted regularly based on needs. Our provision includes:

· Small group interventions
· Support with speech and language in the early years.
· SATs booster classes
· High quality feedback from staff
· Activities and resources to support vocabulary acquisition of pupils

Challenges

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

Challenge number	Detail of challenge
1	Low historic attainment as well as interruption due to Covid mean that children have large gaps in knowledge. Early reading
2	Pupils' readiness for learning including wellbeing, regular routines, attendance and access to resources.
3	Gaps in prior learning including skills needed to retain knowledge taught. Limited speech and language skills which impacts on learning.
4	Parental engagement including aspirations, role models and academic support at home.
5	PPG eligible pupils baseline in Reception Class is lower than their peers. Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PPG.
6	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils. There are currently 92 pupil premium eligible pupils in the school. 57 of these pupils also have SEND needs (62%), with 20 of the 57 pupils in receipt of an EHCP (35% of the SEND group or 22% of the pupil premium group in total). This includes our Resourced Provision.
7	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
8	Parental mental ill-health, anti-social behaviour, housing crisis/homelessness, financial crisis, difficulties in supporting siblings with SEND having impact on attendance and children's mental health and physical needs (ie hunger)

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 pupils in receipt of PPG receive good or better quality first teaching, pitched accurately with appropriate challenge so	PP in line with or above national expectations.

that pupils are working at and above national expectations. All PPG pupils have access to high quality early reading and systematic synthetic phonics.	All PPG pupils meet required standard for the Phonics assessment. They acquire the early reading skills necessary to access the whole curriculum. PP in line with or above national expectations for reading.
Pupils will be 'ready to learn' with effective adaptation and support, ensuring access to resources and support for attendance. Vulnerable PPG children (including CLA and ex-CLA children) and families access required outside interventions for SEND or social/emotional/behavioural needs.	Pupils access appropriate interventions/ adaptations and resources, therefore make good or better progress in their learning. Attendance of PP pupils will be in line with or better than National Average for Non-PP children. PPG children with SEND and/or social/emotional/behavioural needs progress in line with peers or better.
Gaps are identified early and high-quality, effective interventions/ catch up put in place to ensure these gaps are closed. Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum. Teachers place importance on helping children to speak in full sentences, using a wide range of vocabulary.	Termly data analysis, including knowledge checks, will show that these gaps are closing. Children will make good or better progress. Pupils will be able to communicate effectively at an age appropriate level.
To support families in difficulties through additional provision for the Breakfast Club and additional clubs that the school may offer. Healthy, Active Holiday Club available at school during school holidays – free to PPG children and vulnerable families. Improved parental involvement and engagement with school workshops and events. Parents feel well supported to help their children at home. Pupils have a strong sense of self belief and high aspirations for their future.	All pupils are having the same offer available without the concern over money. There are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils. Attendance at workshops and events is high. Children show high levels of self-belief, tracked through ongoing pupil voice. Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to reach parents of KS2 pupils.

Improve the rate of progress for eligible pupils in Reception Class – to ensure early identification of vulnerable children, so differences don't widen as they move through school	Pupils eligible for PPG in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year. Parents will have opportunities to engage in their child's learning and have guidance to support them with learning at home.
PPG SEND pupils (KS2 & KS1) have access to the wide curriculum, making progress in line with the APDR objectives. Identification, progress and attainment for pupils with a Specific learning need is improved.	A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2. All PP SEND pupils to meet or make progress towards meeting their APDR objectives
Equal access for all pupils through offering experiences to enhance the broad curriculum. Pupils are exposed to a wide range of social/cultural and sporting experiences.	Curriculum maps and progression grids show the curriculum offer clearly for all year groups. Pupils eligible for PPG will have be given the opportunities to engage in a wider variety of extra curricular activies including residential educational visits. Pupils attend events/visit places they would not usually be exposed to.

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: £109,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of CPD and up to date re-sources of Read, Write, Inc Phonics scheme which is a DFE validated systematic phonics programme to	Research into high quality phonics teaching shows that it	1,2, 5

ensure high quality phonics teaching and intervention for all pupils.	has a positive impact on word reading fluency and vocabulary. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. New full time TAs for pupil premium children with additional SEMH/behavioural needs.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 3, 4, 6, 7, 8
Embed opportunities for pupils to verbalise their understanding of the subject specific knowledge that they have learned in their lesson and how it is helped by what they already know and can do. Develop a consistent and robust approach to explicitly teaching vocabulary across the whole school, in every subject.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1, 3, 6
Increase the number of pupils working at age related expectations in Reading, Writing & Mathematics through quality first teaching, making best use of support staff and providing ongoing coaching and CPD for staff.	Sutton Trust – quality first teaching has direct impact on student outcomes. EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role. We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge of the curriculum to support all learners. We will continue with subscriptions to	1, 3, 5, 6

	different subject associations and online learning platforms to support planning for high quality teaching and learning. Delivery of CPD for TAs remains a priority with weekly meetings especially with regards to support children with the learning in the curriculum.	
Continued development of the mathematics curriculum with a focus on foundational number sense and fluency in line with DfE and EEF guidance Ensuring that all teachers have access to high quality CPD and resources, through the Maths Mastery and Mastery in Number approaches.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Strong foundations in the first years of school - GOV.UK https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Maths_guidance_KS_1_and_2.pdf	1, 3, 5, 6
Continued development of the English curriculum for strong foundations for writing in line with DfE and EEF guidance Ensuring that all teachers have access to high quality CPD and resources using evidenced-based providers such as Talk 4 Writing.	Strong foundations in the first years of school - GOV.UK Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong and the Talk for Writing team. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. An overview of the approach can be seen here. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us	1, 3

	that high quality teaching can narrow the disadvantage gap. EEF Guidance on effective PD	
Inclusion: Support for children previously accessing small group nurture provision to reintegrate into mainstream classes, including extra staffing to support PPG pupils with SEMH/behavioural needs and those that are not yet school ready. Developing self-regulation strategies and personalised adaptation.	EEF Guidance Report – Special Educational Needs in Mainstream Schools Five evidence-based recommendations: • Create a positive and supportive environment for all pupils. • Build an ongoing, holistic understanding of pupils' needs. • Ensure access to high-quality teaching. • Complement teaching with carefully selected interventions. • Work effectively with teaching assistants. Why it matters: Emphasises that inclusion starts with excellent teaching and structured TA deployment, not ad-hoc support. Source: EEF Guidance Report. [educationе...ion.org.uk]	2, 4, 6, 7, 8

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for KS2 pupils targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to	1, 3

	be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
To provide additional support for vulnerable groups through intervention programmes: Talk Boost Mastery in Number RWI phonics groups/1:1 Century Learning (Online package)	Strong foundations in the first years of school - GOV.UK **Small group tuition/Boosters** Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months' progress, on average over the course of a year. **Teaching Assistant Interventions** Teaching assistants' duties can vary widely, but they are generally deployed in 2 ways; to support the teacher in the general classroom environment, or provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional +4months.	1, 3

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

Budgeted cost: £ 32500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring £18,422 Learning Mentor	Mentoring in education involves pairing young people with an older peer or adult, who acts as a positive role model. Mentors typically build relationships with young people by meeting with them one-to-one for about an hour a week over a sustained period of time. On average, there is a small impact on attainment of +2 months. Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of +4 months' 3 16 additional progress in academic outcomes over the course of the year.	2, 6, 8
Early Help Support through Pastoral Manager and Learning Mentor £19,000	Early Help support for families – help with referrals to outside agencies. School has set up on food bank and drop in sessions for parents to support a little financially.	4, 7, 8
Educational Welfare Officer (EWO) £8,500	School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC meetings to support families 1;1 work with pupils to improve attendance Carries out home visits and communicates with parents Organises attendance Panel meetings Has three weekly review meetings with attendance manager and Deputy Head. The Attendance manager follows up attendance daily.	4, 7, 8
Educational Visits £6,000	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum The school will	7, 8

	subsidise all Educational Visits and pay for visitors coming into school.	
Breakfast Club places	To support families in difficulties through additional provision for the Breakfast Club and additional clubs that the school may offer.	7, 8
Healthy Active Holiday Club places £0	To support families in difficulties through additional provision for the Holiday Club and additional clubs that the school may offer.	7, 8

Total budgeted cost: £191,050

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.

EYFS outcomes for the percentage of children achieving a good level of development (GLD) are strong in our mainstream Reception Class (81%) and above LA and national outcomes, reflecting the consistently good practice. This year, there were very small numbers of PP pupils in EYFS. Please note, the published outcomes include the children in our Resourced Provision, who work on a different curriculum due to the nature of their SEND.

Read Write Inc phonics programme is effective in mainstream classes. 71% of mainstream pupils achieved their phonics standard in Year 1, although please note again that our specialist provision data for children who are disapplied is included in published results. A quarter of our mainstream PPG pupils achieved their phonics standard – however, the cohort is very small, which is reflective in the percentage, and the majority of PPG children who did achieve the standard are either accessing the specialist provision, or school's nurture provision due to SEND.

Year 2 end of KS1 data was above national, including for PPG pupils.

	Key Stage 2				
	Combined	Reading	Writing	Maths	EGPS
All pupils	72%	76%	74%	83%	76%
Disadvantaged	63%	69%	63%	69%	63%
SEND	40%	40%	40%	50%	40%

Whole school and targeted feedback on interventions has tightened and is further developing the PPG SEND offer. Pupil voice shows PPG SEND children are recognising they are beginning to translate skills from their interventions to their learning within the classroom. Pupil Progress meetings offer staff discussion and professional dialogue with SENDCO to determine hypothesis and monitoring opportunity, quickly identifying potential SEND pupils earlier and external advice requested. Presenting pupils regularly to a range of SEND panels is continuing to support school through signposting and specialist assessment of need, informing practice and appropriate intervention and targeted support now in place.

As the quality of teaching and learning has improved, behaviour has vastly improved.

Our Pastoral team continue to support pupils we are concerned about, including working with families within Early Help meetings. This has had a very positive impact on behaviour and school inclusion. Individual case studies.

Early identification of SEND pupils within EYFS through pupil progress meetings, SENDCO monitoring and observation ensures that regular appropriate interventions are in place, including Talk Boost, SALT plans and OT. Referral to external agencies for signposting, advice and support for timely intervention.

The Breakfast Club has continued to benefit many pupils, 26% of whom last year were PPG pupils (who are eligible for a half price subsidised place). Pupils are able to come into school from 8:00am onwards for breakfast and structured play activities with siblings and friends. The work of the Breakfast Club has not only supported the social and emotional well-being of the pupils who attend, but has enabled the school to support some families where there were issues with punctuality.

Educational Welfare Officer and Family Support Worker provision is ensuring that positive and pre-emptive approaches are in place for all children who are at risk of poor attendance.

Arthog Outdoor Education - Actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors. Extra-curricular trips were part funded for children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.