

Five Ways Primary School 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	Five Ways Primary School
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24 24-25 25-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Mander
Pupil premium lead	Sue Fuller
Governor / Trustee lead	Dr Vicki Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,900
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	£121,900

Part A: Pupil premium strategy plan

Statement of intent

Five Ways Primary School receives a pupil premium allocation for children of statutory school age, who are known to have been eligible for Free School Meals (FSM) in the last 6 years, for children who have been looked after continuously for more than six months and for those children who currently serve in the armed forces. Research suggests that pupils classed as disadvantaged do not achieve as well as their peers. Therefore, through our use of the premium funding, we aim to address inequality, ensuring that funding to tackle disadvantage and support emotional and social wellbeing reaches pupils who need it most.

Our aims:

- To address and narrow the attainment gap between disadvantaged pupils and their peers.
- To ensure all pupils, including those classed as disadvantaged, have high quality experiences both within and outside of the classroom.
- To understand and meet individual needs of disadvantaged pupils which may create a barrier to their learning and/or emotional well-being.
- To give support to children after quality first wave teaching
- To build children's resilience and support them with their social skills
- To give children the knowledge and strategies to succeed
- To develop children's learning so they have a greater depth of understanding in reading, writing and maths.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment gaps.
2	Social and emotional concerns including pupils with attachment & trauma issues.
3	Financial challenge for parents.
4	Individual family circumstances.
5	Poor attendance.
6	Speech, Language and Communication

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
Improved reading, writing and maths outcomes for disadvantaged pupils resulting in a narrowed attainment gap.	Published end of key stage outcomes and internal assessment data will demonstrate that a growing number of disadvantaged pupils are reaching the expected standard for their year group. Where pupils do not reach the expected standard due to individual special educational needs, good progress will be made from starting points.
Achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged.	Pupil voice, parent voice and observation/discussion within school will demonstrate a high level of well-being for pupils, specifically those classed as disadvantaged. This will be seen through strong engagement in school activities and with outside agencies where signposted. Children to develop and use a range of coping mechanisms and build their own self-esteem. Children to understand their own mental health and to apply strategies which support them in a range of different ways.
All pupils will receive the same enrichment opportunities regardless of background.	All pupils, including those classed as disadvantaged, will have had the opportunity to take part in all visits and a growing number will have accessed other enrichment activities such as music lessons, after school clubs, etc.
Individual complex needs of disadvantaged pupils will be identified and addressed, ensuring that they do not have a negative impact on academic achievement or personal well-being.	Pupils with complex needs will have received bespoke interventions internally and through external agencies to ensure that individual needs are met. This will result in barriers to academic achievement being removed and progress seen across the curriculum.
Improved attendance for children of concern.	Children's attendance to be at least in line with national average.
Improved communication skills. Including; pronunciation, understanding, verbal and non-verbal communication	Children to be able to use their oracy skills to communicate effectively which also improve written work.

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: £90,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To embed the FFT Lightning Squad intervention programme across the school.</i></p>	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>The Fischer Family Trust Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. This programme is suitable for Year 1 to Year 6 pupils.</p>	<p>1, 4, 5, 6</p>
<p><i>Allocation of Forest School Teacher</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit and Nurture Groups (nurtureuk.org)</p>	<p>1, 2, 4, 5, 6</p>
<p><i>Additional teaching support to provide additional feedback and instruction immediately.</i></p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback and instruction are identified as having significant impact on achievement.</p>	<p>1, 4</p>

<p><i>Intervention from Teachers and Teaching Assistants.</i></p>	<p>Targeted academic support tailored to the specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p><i>SEND Teaching Assistants</i></p>	<p>Targeted academic and social support tailored to the specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p><i>Butterflies Nurture Provision</i></p>	<p>Purpose built classroom with specialised staff who are trained to nurture and teach pupils who have complex SEND and require intensive pastoral care, due to being disadvantaged. Early Years pupils are prioritised.</p>	<p>1, 2, 5, 6</p>
<p><i>Inclusion Lead</i></p>	<p>Research has found that disadvantaged pupils can often be more vulnerable, requiring ongoing personal and social support. Targeted pastoral support ensures a robust and responsive strategy to support pupils with metacognition and self-regulation.</p> <p>The EEF Toolkit and Nurture Groups (nurtureuk.org)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>

<i>My Happy Mind strategies</i>	<p>My Happy Mind programme is for teachers, parents and children and is designed to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school. The programme is designed for developing the mental wellbeing of children.</p> <p>The programme combines the latest research, science and technology to help children develop lifelong habits and learn to thrive.</p> <p>We believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>Home - myHappyMind</p>	2, 4, 5
<i>Autism Awareness</i>	Best practice approaches to help access to education, development, strategies and well-being	1, 2, 4, 5,
<i>Attachment and trauma training</i>	Strategies to support children with adverse childhood experiences.	1, 2, 4, 5
<i>Inclusive Attendance</i>	Statutory guidance, strategies and approaches to support good attendance	2, 4, 5

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

Budgeted cost: £18,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional support from teaching assistants to provide direct instruction and academic support for pupils identified as having fallen behind age related expectations. Specific interventions such as Lightning Squad, Nessy, Numbots and TTRockstars, EPATT, etc. will take place as well as more individualised</i></p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction is identified as having a significant impact on attainment and progress.</p> <p>FFT Tutoring with the Lightning Squad - FFT</p>	1

<p>sessions based on gaps in learning identified through assessment.</p> <p>Additional support to boost first wave teaching.</p>		
<p>Phonic intervention from qualified, experienced teachers and teaching assistants.</p> <p>Additional support to boost first wave teaching.</p>	<p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>The reading review reemphasises the importance of pupils not falling behind in phonics.</p>	1
<p>Lunchtime support club for homework and social skills.</p>	<p>KS2 children to have access and support to complete their homework and develop their social skills.</p>	1, 2, 5
<p>One to one reading sessions to support children not completing reading at home with an adult.</p>	<p>Application of phonetical knowledge, discussion around the text, fostering a love of reading.</p>	1, 2, 4, 6

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

Budgeted cost: £12,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Inclusion Lead employed to work with pupils with specific social and emotional difficulties.</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions have been identified as improving outcomes for pupils.</p>	1,2 ,4
<p>Alternate provision funded to enable pupils to access support required.</p>	<p>Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk)</p> <p>Research and guidance shows that pupils who are excluded could have lessened life chances. Alternative provision aims to avoid permanent exclusion and provide appropriate support for individual pupils. Guidance suggests that early intervention should be used before permanent exclusion.</p>	2, 4
<p>Firework Charity/ Play Therapy/ Sandbox/</p>	<p>There is extensive evidence associating childhood social and emotional skills with</p>	4

<p><i>Cannock Mental Health Support Team</i></p>	<p>improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Fireworks (webador.co.uk)</p> <p>Homepage - Play Therapy UK</p>	
<p><i>ELSA</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p><i>Trips, enrichment activities including after school clubs and music tuition will be funded for pupils identified as being disadvantaged who will benefit from the activity or provision.</i></p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Research shows that pupils benefit from a range of enrichment activities.</p>	<p>2, 3</p>
<p><i>My Happy Mind Strategies</i></p>	<p>My Happy Mind strategies are designed to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school. The strategies are designed for developing the mental wellbeing of children.</p> <p>The strategies combine the latest research, science and technology to help children develop lifelong habits and learn to thrive.</p> <p>We believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>Home - myHappyMind</p>	<p>2,4</p>
<p><i>Senior Leader and Inclusion Lead appointed to monitor and improve attendance and punctuality in liaison with the Local Authority.</i></p>	<p>School Inclusion Lead attends attendance network meetings. Half termly monitoring of attendance registers. Late gate in operation. Attendance clinics used to engage with parents.</p> <p>Senior Leaders carry out home visits (Safe and well checks).</p>	<p>1,2,4</p>

	<p>Pupil attendance in schools, Week 2 2024 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p> <p>Attendance Heroes' Programme to encourage good and better attendance.</p>	
<p><i>Training and Support provided by external agencies in regards to behaviour management and understanding a child's behaviour needs.</i></p>	<p>Following the pandemic, there have been an increased number of pupils displaying challenging behaviour. Behaviour specialists have trained staff to work with these pupils and adjust their behaviour management strategies so that they can access learning and make progress.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2

Total budgeted cost: £121,900

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.

Data shows improvement from baseline to the end of year results of PP children. Some children are still working below the age-related expectations, but have improved in their confidence bands. Some children have achieved their age-related levels by the end of the year. More work needs doing in all areas and children's learning needs to be extended for them to achieve greater depth. Teacher assessment is supported by the use of testing in maths and reading and writing is moderated by an external English expert to ensure accurate assessments over the school.

Pupils identified as requiring academic intervention received this on a small group basis ensuring gaps in learning could be identified and addressed.

Additional pastoral support ensured that pupils displaying challenging behaviour received intervention to ensure that disruption of learning was kept to a minimum. This allowed pupils eligible for funding to make progress along with their peers. Alternative provision was funded as required as additional external support.

Evidence in books indicate that disadvantaged pupils make at least expected progress from starting points.

Individual nurture was provided to pupils to enable them to engage with lunchtimes and playtimes with their peers but with the adult supervision and intervention required. This meant these pupils could interact and socialise with their peers successfully for the majority of the time. Impact has been measured through improvement in Boxall profile scores and informal monitoring of the conduct of pupil in social situations. Impact has been seen in pupils currently eligible for FSM participating fully in the residential trip, therefore developing social skills and independence. Impact has been seen in pupils eligible for FSM participating fully in all visits and Year 3 and Year 4 pupils take part in weekly Forest School sessions, therefore developing academically and gaining enrichment to the curriculum. Impact has been seen in pupils eligible for FSM participating fully in extra-curricular activities both within and outside of school, therefore developing social skills, independence and thus improving their academic achievements at school. These skills have also been developed with all Year Groups in KS2 attending residential visits.

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
FFT Phonics	FFT
FFT Lightning Squad	FFT
TTRockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Nessy	Nessy Learning
EPATT	Educational Psychologist

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?	As above
What was the impact of that spending on service pupil premium eligible pupils?	Current data shows attainment similar to peers.

Further information (optional)

-All families with pupils eligible for pupil premium funding receive food vouchers during all school holidays and access to a HAF Summer club.

-Supplemented access to all school trips for pupil premium including residential.

-Uniform and PE uniform (school branded tracksuit tops) have been purchased for any eligible pupils in need.

-TA timetables allocate specific time each week to work with pupils eligible for pupil premium funding.