Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Spurcroft Primary School & Nursery
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	15/12/25
Date on which it will be reviewed	4/7/26
Statement authorised by	Kate Flowerdew
Pupil premium lead	Rhian Davey
Governor	Phil Spray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£83,930

Part A: Pupil premium strategy plan

Statement of intent

At Spurcroft Primary School, we are committed to providing outstanding educational opportunities that enable every child to flourish. We strive to develop happy, confident pupils with the skills, knowledge and character to become successful lifelong learners and fulfil their ambitions.

Our intention is that all pupils, regardless of background, make strong progress and achieve highly across the curriculum, including at greater depth. Our Pupil Premium strategy is designed to remove barriers to learning, diminish the attainment gap between disadvantaged and non-disadvantaged pupils, and ensure every child reaches their full potential.

We recognise that the challenges facing disadvantaged pupils are varied and complex. Many enter Reception with lower starting points in the Prime Areas, Literacy and Mathematics, particularly in communication and language. A significant proportion of our disadvantaged pupils also have SEND, including severe SEND, and some families are supported by multiple external agencies. In our context, this means that pupils may face additional challenges such as limited support at home, lower confidence, attendance concerns, or complex family circumstances.

Working closely with families is central to our approach. Strong, trusting partnerships allow us to understand each child as an individual and provide tailored support. We equip parents to engage in their child's learning through activities such as reading, homework support, parenting groups and multi-agency meetings, strengthening the home–school connection and improving outcomes.

High-quality teaching is at the heart of our strategy. We believe consistently excellent classroom practice has the greatest impact on disadvantaged pupils. Staff receive regular professional development to ensure teaching is evidence-informed, adaptive and ambitious. Our carefully sequenced curriculum is rigorously evaluated and underpinned by precise assessment, meaningful feedback and high expectations for academic success, independence and behaviour.

Reading and early language development are priorities. We provide systematic phonics, targeted 1:1 reading interventions and language-rich lessons, alongside explicit vocabulary teaching and ECAT support in Early Years. Pupils develop comprehension, fluency and confidence, ensuring access to the full curriculum.

Through regular pupil progress meetings, learning walks and pastoral reviews, emerging needs are addressed promptly. Our approach is both academic and pastoral, recognising that wellbeing, emotional regulation and attendance are essential foundations for learning. Targeted support helps pupils develop confidence, self-regulation and social skills.

We also broaden pupils' cultural capital through enrichment opportunities, clubs and educational visits, developing resilience, communication and confidence.

Our ethos, *"The future begins here…"*, reflects our belief that every child deserves an exceptional foundation. Through high-quality teaching, targeted interventions, and strong family partnerships, we ensure disadvantaged pupils achieve academically and thrive personally and socially.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (pupils eligible for Pupil Premium).

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Our observations, assessments and discussions indicate that for disadvantaged pupils entering Reception, they are behind their peers in the Prime Areas as well as literacy and Maths.</td></tr>
<tr><td>2</td><td>A large proportion of our pupil premium children have additional needs – severe SEND, SEND, involvement with external local authority agencies such as social services. Complex situations in some cases with a large number of external agencies involved in supporting the family.

40% of PPG pupils are on the SEND register

3% of PPG pupils are EAL

20% of PPG pupils are persistently absent

58% PPG pupils are known, or have been known, to Children’s Services – almost all of these pupils who have been known to Children’s Services continue to need Early help or pastoral support from school</td></tr>
<tr><td>3</td><td>Validated assessment information shows disadvantaged pupils underperforming against both overall school results and National figures.

However, there have been in-school improvements over the last 2 years.

Year 6 Reading, Writing, Maths combined at the expected standard

<table>
<tr><td></td><td>2023</td><td>2024</td><td>2025</td></tr>
<tr><td>Disadvantaged pupils at Spurcroft</td><td>0%</td><td>25%</td><td>33%</td></tr>
<tr><td>All pupils at Spurcroft</td><td>43%</td><td>45%</td><td>49%</td></tr>
<tr><td>National Disadvantaged figures</td><td>44%</td><td>46%</td><td>47%</td></tr>
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<table>
<tr><td></td><td>
<table>
<tr><td>Spurcroft data</td><td>2023</td><td>2024</td><td>2025</td></tr>
<tr><td>Reading</td><td>33%</td><td>25%</td><td>50% (gap is narrowing between PPG and non-PPG)</td></tr>
<tr><td>Writing</td><td>33%</td><td>38%</td><td>33% (gap is widening between PPG and non-PPG)</td></tr>
<tr><td>Maths</td><td>33%</td><td>38%</td><td>33% (gap is widening between PPG and non-PPG)</td></tr>
</table>
</td></tr>
<tr><td>4</td><td>Attendance for disadvantaged learners is improving overall, but continues to be below non-disadvantaged peers. Parental engagement is often harder to achieve for children from disadvantaged backgrounds for a variety of reasons eg. historic negative experiences of school, lack of adult literacy skills or reduced access to email etc.

The school inspection data summary report (IDSR) shows that in 2024-25 our attendance for disadvantaged pupils had a ‘relative improvement’ and is now ‘close to average’.
<table>
<tr><td></td><td>Attendance for disadvantaged pupils</td><td>Attendance for all pupils</td></tr>
<tr><td>2022-23</td><td>86.4%</td><td>94.1%</td></tr>
<tr><td>2023-24</td><td>89.1%</td><td>94.7%</td></tr>
<tr><td>2024-5
(2 terms)</td><td>91%</td><td>95.6%</td></tr>
</table>
</td></tr>
<tr><td>5</td><td>Disadvantaged learners often lack opportunities and parental encouragement to learn at home. For us this is seen in opportunities to read at home, learning times tables, and complete homework. They also often have fewer enriching out-of-school experiences, which limit their vocabulary and understanding of the world.</td></tr>
</table>

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
1. Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	At least 60% of disadvantaged children achieve Age Related Expectations (ARE) in Reading. Teaching and Learning Leads will systematically monitor the teaching of their subjects across the school to ensure that vocabulary is explicitly planned, taught and revisited in all lessons and across the wider curriculum. There will be a focus on how disadvantaged pupils are supported within lessons to enrich their vocabulary and apply this to their learning. Senior leaders, alongside the pupil premium lead and Reading lead, will analyse in year data and ensure that children working below Age Related Expectations (ARE) in Reading are targeted with support and effective interventions to ensure pupils make a good level of progress. When starting school, pupils in Nursery and Reception with poor oracy skills are identified swiftly. Staff use the 'Every Child a Talker' (ECAT) toolkit to assess pupils and put in targeted support to improve their vocabulary and communication.
2. Disadvantaged pupils with dual and complex needs reach or age related expectation, or make strong personal progress.	Baseline assessments are used at the start of each academic year to clearly identify individual learning gaps and barriers for all disadvantaged pupils with dual and complex needs. Assessments inform planning. Robust data analysis following each assessment point identifies specific gaps in learning and informs next steps. Pupil progress meetings result in clear, recorded adjustments to provision or targeted interventions in response to assessment information. Interventions are evidence-informed, time-bound and reviewed at least half-termly to evaluate impact. Ongoing monitoring and evaluation demonstrate that support in place is leading to measurable progress from individual starting points.
3. Academic results for disadvantaged pupils increase.	Baseline assessments at the start of the academic year identify precise gaps in learning for all disadvantaged pupils. Termly assessment data shows an increase in the percentage of disadvantaged pupils achieving Age Related Expectations (ARE) compared to the previous academic year. At least 60% of disadvantaged pupils make expected progress from their starting points, with identified pupils making accelerated progress.

Intended outcome	Success criteria
	The attainment and progress gap between disadvantaged and non-disadvantaged pupils narrow across year groups. Pupil progress meetings lead to timely, targeted interventions that are reviewed half-termly and demonstrate measurable impact. Interventions are evidence-informed, time-bound and reviewed at least half-termly to evaluate impact Monitoring and evaluation records evidence that adjustments to teaching and support are improving outcomes over time.
4. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data will improve and be at least 93% for disadvantaged pupils. Staff will be more aware of those disadvantaged children who are persistently absent and work with the Attendance Lead to encourage and support children to attend school. Attendance of all children, and particularly disadvantaged children is closely monitored, and non-attendance is questioned and all members of staff in school Disadvantaged pupils are a key focus in attendance meetings. The DfE toolkit is used to review current practice and make improvements
5. Increase pupil and parental engagement and quality interactions between staff and parents	Sustained high levels of engagement demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • Disadvantaged pupils are encouraged to join extra-curricular school clubs, and pupils are offered these without a fee. Engagement in extra-curricular activities to over 70% of pupils. • Disadvantaged pupils are considered first for all extra-curricular sporting events where pupils can represent the school. These pupils are encouraged to represent the school in at least one event per academic year. • 90% of parents of disadvantaged pupils attend Progress Evenings. • 90% of disadvantaged pupils attending Y4 & Y6 residential trips

Activity in this academic year

This section details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD- Continuing Professional Development, recruitment and retention)

Budgeted cost: £17,484

Activity	Evidence that supports this approach	Challenge addressed
Oral language skills and enriching vocabulary Continue staff CPD linking oral language skills to learning so that teaching strategies are embedded and there is a consistent approach across the school. The teaching of writing using explicit oral language development strategies enriches children's ability to write creatively and enjoy the writing process. Explicit teaching of vocabulary in Foundation subjects to enrich pupil's vocabulary and develop a deeper understanding of subject knowledge. The use of tier 1, 2 and 3 words is used consistently in all lessons. 'Talk Through Stories' is used in Reception and Year 1 to explicitly teach vocabulary through carefully chosen, language-rich texts. Teachers introduce and model ambitious vocabulary within the context of stories, providing structured opportunities for discussion and repetition so pupils can understand and use new words confidently. This approach supports early language development, strengthens reading comprehension and helps close vocabulary gaps, particularly for disadvantaged pupils. 'Turn & Talk to your Partner' built into lessons encouraging thinking time, peer coaching and talk for learning. Focus on strategies for learning through talk through Rosenshine's principles	*Reference: What's the issue? Canaries Down the Coalmine: What Next for Pupil Premium Strategy? By Marc Rowland identifies that the key issues for many disadvantaged pupils is literacy, especially vocabulary and oral language* *EEF – Oral language interventions* *EEF – Improving social and emotional learning in schools* *EEF – Communication and Language in Early Years*	1, 2,3

Master Readers Embedded Throughout the School Reading comprehension strategies are high impact and, alongside phonics, form a crucial component of early reading instruction. The Master Readers approach is embedded consistently across the school to ensure all pupils are explicitly taught the skills required to understand, analyse and engage with texts effectively. Teaching focuses on modelling and practising key comprehension strategies, including prediction, questioning, clarifying, summarising and making inferences. Careful consideration is given to the level of text difficulty to ensure pupils are provided with appropriate context in which to practise these skills. Texts are selected to promote engagement, build confidence and provide sufficient challenge to accelerate progress. Research indicates that lower attaining pupils particularly benefit from the explicit teaching of reading comprehension strategies. Through structured support, guided practice and carefully scaffolded questioning, these pupils are supported to develop independence and deeper understanding over time.	***EEF – Reading Comprehension Strategies (Teaching and Learning Toolkit)*** *Identifies reading comprehension strategies as having a* ***high impact (+6 months on average)****.* *Notes particularly strong benefits for lower attaining and disadvantaged pupils when strategies are explicitly taught and modelled.* *Emphasises structured discussion, questioning and scaffolding to develop deeper understanding.* ***EEF – "Improving Literacy in Key Stage 2" Guidance Report*** *Recommends explicit teaching of comprehension strategies such as prediction, questioning, clarifying and summarising.* *Highlights the importance of selecting texts that provide appropriate challenge and vocabulary development.* ***Department for Education – Reading Framework (2023)*** *States that reading comprehension should be taught explicitly alongside word recognition.* *Emphasises the importance of high-quality texts, rich discussion and vocabulary development in securing reading fluency and understanding*.	1,2,3
Explicit teaching of Phonics Read, Write, Inc. phonics lessons are delivered systematically from Nursery and continue until pupils have successfully completed the programme. Phonics is taught explicitly and sequentially to ensure children develop secure connections between the sounds (phonemes) they hear in words and the written representations (graphemes) of those sounds. Lessons are carefully structured to provide consistent	***(EEF) – Phonics (Teaching and Learning Toolkit)*** *Reports that systematic phonics instruction has a positive impact overall (+5 months on average), particularly for younger pupils and those from disadvantaged backgrounds.* *States that phonics is most effective when taught explicitly and sequentially, with clear progression in grapheme–phoneme correspondence.*	1,2,3

modelling, guided practice and opportunities for application in reading and writing. Evidence shows that systematic phonics instruction is, on average, more effective than other approaches to early reading (such as whole language or alphabetic approaches). However, effective phonics teaching is embedded within a rich literacy environment and forms one part of a comprehensive literacy strategy. To further support language development and foster a love of reading, pupils participate in daily story times. These sessions expose children to high-quality texts, broaden vocabulary, develop comprehension skills and nurture enjoyment and engagement with books from an early age.	*Highlights the importance of regular practice and application in reading and writing.* ***Department for Education – Reading Framework (2023)*** *Affirms that high-quality, systematic synthetic phonics is the most effective way to teach early reading.* *Stresses fidelity to a validated programme (such as Read Write Inc.) and consistent delivery from the start of Reception (and Nursery where appropriate).* *Highlights the importance of daily story time to develop vocabulary, language comprehension and reading for pleasure alongside decoding skills.*	
High quality teaching and learning Providing targeted support for teaching and learning from Senior Leadership Team (SLT) and curriculum leaders and lead teachers across the school. Leaders will model and support through team teaching or coaching within the classroom to ensure all teachers are providing children with high quality teaching and learning across the curriculum.	***In Canaries Down the Coalmine: What Next for Pupil Premium?*** *Rowland references the importance of whole school collective responsibility for Disadvantaged Learners.* ***The EEF Teaching and Learning Toolkit*** *recognisies that schools can meet the needs of disadvantaged pupils through high quality teaching by making sure that pupils are taught by an effective teacher, and that every teacher is supported to keep improving.*	1-5

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

Budgeted cost: £49,394

Activity	Evidence that supports this approach	Challenge addressed
Booster classes in UKS2 for pupils who are working below expected in Maths, Reading and SPaG Focus disadvantaged pupils identified	*Small group tuition (EEF Toolkit impact + 4 months)* Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Marc Rowland (April 2020) recommends: Small group tuition in addition to class work	3
Targeted support for identified pupils with social, emotional and behavioural difficulties and friendship issues. Focus disadvantaged pupils identified Designated pastoral TA's to support pupils with emotional and social support. This includes: • Regular check in's with the pupil • Emotion 1:1 and small group intervention, focusing on emotional regulation, emotion coaching, dealing with confidence, worries and fears Social skills small group work, focusing on skills including; turn taking in conversations and games, sharing and listening to and responding appropriately to others	*EEF toolkit – impact + 4 mths* ***In Canaries Down the Coalmine: What Next for Pupil Premium?*** *Rowland references a need to focus teaching pupils the skill of self-regulation. They referred to the Recommendation 6 in the EEF guidance to upskill teachers in supporting pupils to develop self regulation* ***The EEF teaching and learning toolkit*** *recognises the importance of promoting behaviour and social and emotional learning for disadvantaged pupils as poor social and emotional literacy can have a negative impact on outcomes for this group.*	2
Planned Interventions for Pupils Working Below Age-Related Expectations in Phonics, Reading and Maths Targeted interventions are in place for pupils working below age-related expectations in phonics, reading and maths. Pupils who are not meeting ARE in phonics receive 1:1 intensive tutoring with a teaching assistant to address specific gaps.	*Reading comprehension strategies EEF toolkit impact + 6 mths* *Small group tuition (EEF Toolkit impact + 4 months)* ***In Canaries Down the Coalmine: What Next for Pupil Premium****? Rowland references how small group*	3

In Maths, pupils in Years 3 and 4 who have gaps in their Key Stage 1 knowledge access the SNAP Maths programme to secure foundational skills. Pupils in Years 2–6 who require further support take part in daily reading sessions to develop fluency and strengthen comprehension skills.	*tuition in core subjects can address gaps and secure learning. He explained how this should be in addition to and not instead of whole class teaching.* ***The EEF Teaching and Learning Toolkit** recognises that many disadvantaged pupils benefit from targeted academic support through high quality, structured interventions to make progress or catch up with their peers.*	
Targeted Speech & Language (S&L) support for disadvantaged pupils Pupils with specific speech and language difficulties receive targeted Speech and Language (S&L) support to develop early communication skills.	*Oral Language interventions Impact + 6 mths* *Communication and Language approaches + 6 mths* *Interventions focus on improving vocabulary, listening and attention, expressive language and speech clarity. Support is delivered through small group or 1:1 sessions, with activities carefully planned to address identified gaps and work on their specific gaps in their speech.*	2,3

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

Budgeted cost: 14,044

Activity	Evidence that supports this approach	Challenge addressed
Specific targeted feedback for disadvantaged children Provide specific, high-quality feedback for disadvantaged pupils focused explicitly on securing the intended learning outcome. Deliver feedback during the lesson and immediately after task completion to address misconceptions promptly. Ensure pupils are given structured time within the lesson to respond to and act upon feedback. Support "in-the-moment" adaptations to teaching based on ongoing assessment of disadvantaged pupils' understanding. Monitor the impact of feedback on progress to ensure accelerated learning and improved outcomes for disadvantaged pupils.	**(*EEF) – Teaching and Learning Toolkit*** *Identifies feedback as having a high impact on pupil progress (on average +6 months).* *Emphasises that feedback is most effective when it is timely, specific, and focused on the learning goal.* *Highlights greater impact when pupils are given structured opportunities to respond to feedback.*	3
Strengthen the attendance for disadvantaged pupils Fortnightly attendance review meetings between the Headteacher and Attendance Officer to monitor attendance of disadvantaged pupils and identify early concerns. Regular analysis of attendance data to track trends, persistent absence and impact of interventions. Improved and personalised communication with families, including bespoke letters, phone calls and face-to-face meetings to address identified barriers. Monitoring attendance of disadvantaged parents at parents' evenings. Robust follow-up for non-attendance, including alternative appointment times, telephone consultations or additional support meetings. Targeted support and signposting to additional services where barriers to attendance are identified.	*EEF Parental engagement + 4 mths* The EEF recognises the importance of addressing attendance challenges for disadvantaged pupils as low attendance can have a negative impact on outcomes for this group.	4,5

Ongoing evaluation of impact to ensure improved attendance, increased parental engagement and reduction in persistent absence among disadvantaged pupils.		
Conferencing of Disadvantaged Pupils Termly pupil progress conferencing meetings focused specifically on disadvantaged pupils. Structured professional dialogue between class teachers, SLT and relevant staff to review attainment, progress, attendance and wider barriers. Identification of precise next steps and targeted support (academic and pastoral). Ongoing monitoring of agreed actions, with mid-point reviews to evaluate impact. Direct pupil voice included where appropriate to strengthen engagement and ownership of learning	***EEF – Implementation Guidance Report*** *Stresses the importance of structured monitoring, regular review and clear leadership oversight when implementing improvement strategies.* *Notes that disciplined, data-informed decision-making improves the likelihood of sustained impact.*	2,4,5
The Inclusion Team meets weekly to monitor needs and progress of disadvantaged pupils. They then work closely with vulnerable families to strengthen parental engagement and improve outcomes for pupils. Facilitating coffee mornings and parenting groups to support parents in engaging more confidently with their child's academic learning, particularly reading and homework. Targeted support is also provided for families involved with Children's Services, with the school playing an active role in multi-agency meetings and offering practical guidance tailored to specific family needs	***(EEF) – Parental Engagement (Teaching and Learning Toolkit)*** *Indicates that effective parental engagement can lead to an average of +4 months' additional progress.* *Highlights that structured programmes which support parents to engage with learning at home (e.g. reading, homework routines) are particularly impactful.* *Emphasises that school-led approaches which build parents' confidence and skills are more effective than general information-sharing alone*.	4,5
Disadvantaged pupils are encouraged to join extra-curricular activities, such as; sporting clubs Support will be given for clubs' fees where needed Disadvantaged pupils will be selected to represent the school at a sporting event at least once per year	*Parental engagement + 4 mths* ***(EEF) – Arts Participation & Physical Activity (Teaching and Learning Toolkit)*** *Indicates that participation in arts and sports activities can have a **positive impact (+3 months on average)** on academic outcomes.* *Highlights wider benefits including improved self-confidence, motivation*	5

	and engagement with school — factors closely linked to improved attainment. *Notes that enrichment activities can be particularly beneficial for disadvantaged pupils when access barriers (e.g. cost) are removed.*	
Support with educational visits and residentials Year 4 and 6 residential trips are planned in. Local walks across the school (e.g Thatcham Lakes) After school clubs are in place	*Parental engagement + 4 mths* *Dan Nicholls states the Lockdown was more likely to have had an economic impact on Disadvantaged households. Therefore subsidy for our PP learners for residential trips enables them to embrace a varied curriculum incorporating out of school wider experiences. He also states that children coming from PPG families are often more likely to "one/no parent/carer at home" so opportunities for attending clubs and trips*	**5**

Total budgeted cost: £80,922

Carry forward: £3008

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.

Outcomes 2024-5	**Starting Point**	**Progress towards goal**	**Keep as a goal?**
1. Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Lesson observations show pupils using less vocabulary than other pupils.	Phonics scores reduced overall which had an impact on reading in Y1 PPG 31%, Non-PPG 61.7% The outcome for PPG pupils in all year groups is significantly below for reading.	Yes – but separate oracy from phonics

Outcomes 2024-5	Starting Point	Progress towards goal	Keep as a goal?
2. Disadvantaged pupils, particularly those with with dual and complex needs reach or age-related expectation, or make strong personal progress.	Disadvantaged pupils make below expected progress in all areas of the curriculum. Some examples of personal progress are seen.	Outcome met in Reception, in Reading in Year 4, and in Maths in R, Y1 and Y2. This is not consistent or embedded.	Yes
3. Academic results for disadvantaged pupils increase.	2022 KS1: 18.8% KS2: 14.3%	2023 KS1: 20% KS2: 0%	Yes
4. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2023-24 89.1%	2024-25 91%	Yes – the attendance has improved, but needs to continue to improve