

## Pupil premium strategy statement

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	Poplar Farm School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Hodson Headteacher
Pupil premium lead	Faye Anderson Assistant Headteacher
Governor / Trustee lead	David Marjoribanks Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,189
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	£116,189

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, regardless of background or the challenges they face, make good progress, achieve highly across all subjects, and benefit from a broad range of enriching experiences and strong pastoral support. Through our pupil premium strategy, we are committed to promoting equity by tailoring our curriculum, enrichment opportunities, and support to meet the individual needs of each child - ensuring that disadvantaged pupils, including those who are already high attainers, can thrive and reach their full potential.

Common barriers to learning for our disadvantaged pupils can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'good teaching is the most important lever' schools have that improve outcomes for disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Promote an ethos of attainment for all, with no child left behind.
- Individualised approaches to address barriers.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills.
2	Attainment gaps between pupil premium and non-pupil premium in reading and writing.
3	Attainment gaps between pupil premium and non-pupil premium in maths.
4	Poor mental health of disadvantaged children and families.
5	Financial deprivation and increasing living costs have reduced opportunities for pupils to access wider life experiences.
6	Attendance of disadvantaged pupils, including persistent absentees.
7	Low levels of parental engagement with the school and limited support for learning beyond the classroom, including reading, spellings, homework, and social-emotional development.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. Assessments to identify oral language needs will include: <ul style="list-style-type: none"><li>• Wellcomm (ages 4 – 7)</li><li>• Nuffield Early Language Intervention (NELI)</li><li>• Language for Thinking (ages 7 – 11).</li></ul> These assessments will be triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils' progress improves in all year groups, in reading, writing and maths.	Progress data particularly for Year 6 shows a narrower/narrowing gap. The difference between disadvantaged KS2 pupils' attainment is comparable to non-disadvantaged pupils.

Quality first teaching in all classrooms, considering principles of effective classroom practice.	In 2025/26, 29% of PP pupils are classified as SEND and disadvantaged. Quality assurance processes identifies that all pupils experience lessons that enable at least good progress to be made, in line with their individual needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent questionnaires and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Tracking of extra-curricular sessions used to prioritise and direct disadvantaged pupils to engage.</li> <li>• Data from SDQ questionnaires pre and post intervention.</li> </ul>
Attendance gap of disadvantaged pupils and non-disadvantaged pupils to reduce.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced by 2%.</p>
To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	An increased number of extra-curricular visits, experiences and opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are supported.
To ensure disadvantaged pupils are represented in various roles across the school.	Disadvantaged pupils will form at least 20% of members in specific roles within school; Wellbeing Ambassadors, Eco Warriors, Librarians and Rights Respecting Rangers.
Increased focus and awareness of disadvantaged pupils by all class teachers, with regular professional dialogues taking place with pupils, parents and any outside agencies that may be involved.	Regular contact with parents through parent consultation meetings and use of Class Dojo. Pupil Premium is a standard item in pupil progress meetings. High engagement of disadvantaged parents at school events such as parent evenings, SENDCo coffee mornings, MHST workshops and classroom open days.

## 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: **£54,619**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching support for staff in continuing to develop QFT for pupils including release time for coaching to take place.</p> <p>Quality first teaching in all classrooms, considering principles of effective classroom practice.</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers. These develop QFT practices and improve teacher retention.</p> <p>EEF - Special needs in Education guidance report. EEF - Metacognition (+7 months impact)</p>	1, 2, 3
<p>Purchase of diagnostic assessments for pupils in Key Stage 1 and 2 – Renaissance STAR reading/maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Funding of release time for training of following schemes:</p> <p>Wellcomm (ages 4 - 7)</p> <p>NELI (Early Years)</p> <p>Language for Thinking</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF - Oral language interventions (+6 months impact)</p>	1

<p>Continued monitoring to enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund lead teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD.</p>	<p>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:</p> <p><a href="https://publishing.service.gov.uk/guidance/6442746-maths-guidance-ks-1-and-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/eef-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Purchase of Read Write Inc. Phonics and Spelling.</p> <p>Funding of release time for phonics lead to quality assure phonics programme implementation and provide CPD to raise quality of teaching and learning.</p> <p>Funding of release time for English lead to quality assure and provide CPD to raise quality of teaching and learning.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF - Improving Literacy in Key Stage 1</p>	<p>1, 2</p>
<p>TAs/HLTAs directed to provide additional capacity to support disadvantaged children to close attainment gaps.</p>	<p>EEF Toolkit - Teaching Assistant Interventions - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>EEF - Making Best Use of TAs guidance report.</p> <p>EEF Toolkit - Small group tuition +4 months impact. DfE - School Led Tutoring Guidance +4 months impact.</p>	<p>2, 3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by funding our Relationships and Behaviour Learning who is qualified as Emotional Learning Support Assistant (ELSA).</p>	<p>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).</p> <p>EFF - SEL interventions (+4 months impact)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,811**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Nessy to support disadvantaged pupils with weak literacy and phonics skills, improving reading, spelling and vocabulary development through targeted, structured intervention.	Oral Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF - Phonics toolkit strand (+5 months impact)	1, 2
Cover of staff to enable training of a range of interventions including Wellcomm, NELI and Language for Thinking. This will help to identify any speech and language difficulty or delay with structured intervention to support the progressive development of language acquisition (ages 4 – 7).	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF - Oral language interventions (+6 months impact) EEF - Special needs in Education guidance report	1
1:1 phonics tuition delivered by RWI trained staff 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 be more effective when delivered as regular sessions over a period up to 12 weeks: EEF - Phonics toolkit strand (+5 months impact)	2



1:1 Fresh Start RWI intervention targeted at disadvantaged pupils.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average: EEF - One to one tuition (+5 months impact)	2
Small intervention groups (maths, reading and writing) to develop cognition and learning for disadvantaged children with identified SEND.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF - Small group tuition (+4 months impact) EEF - One to one tuition (+5 months impact)	2, 3
Purchase of Times Table Rock Stars to strengthen multiplication fluency and rapid recall of times tables, providing structured practice and adaptive learning to close gaps and raise attainment in mathematics.	The EEF's report Improving Mathematics in Key Stages 2 and 3 states: "Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school."	3
Specialist Teaching Team support to assess and identify barriers to learning in Pupil Premium children.	EEF - Special needs in Education guidance report	2, 3
Provide ELKLAN training for teaching assistants to strengthen their expertise in supporting the development of pupils' oral language and communication, including listening, understanding, vocabulary, and expressive language skills.  Targeted SALT sessions for disadvantaged children.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  EEF – Oral language interventions (+6 months impact)	1

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

Budgeted cost: **£26,759**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued regular CPD for the whole staff on behaviour management and anti-bullying approaches with the aim of sustaining the school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: EEF - Behaviour interventions (+4 months impact)	4, 6
Attendance champion to track and monitor attendance (weekly), hold reviews and home visits in line with the implementation of school and Trust policies.  Also challenges poor attendance and lateness and provides strategies to support parents in improving.	DfE Improving school attendance: support for schools and local authorities' guidance.  Poor attendance at school is linked to poor academic attainment across all stages. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7
Weekly yoga sessions for disadvantaged children to support self-regulation and wellbeing.	EFF - Arts Participation (+2 months impact)  <i>EEF "think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."</i>	4
Funding of a play therapist to deliver sessions for disadvantaged children.	EFF - SEL interventions (+4 months impact)	4
Funding of Educational Psychologist to: <ul style="list-style-type: none"> <li>Assess children's learning and development needs.</li> <li>Create and implement interventions that support educational, social, behavioural, and psychological</li> </ul>	EFF - SEL interventions (+4 months impact) EEF - Behaviour interventions (+4 months impact) EEF - Special needs in Education guidance report	2, 3, 4, 7

<p>development.</p> <ul style="list-style-type: none"> <li>Consult with teachers, parents, and other professionals to create a wholly supportive environment in which all children can reach their full potential.</li> </ul>		
Pupil premium pupils to participate in a wide range of extra-curricular activities and school trips.	EFF - Arts Participation (+2 months impact)	4, 6, 7
Resourcing of sensory/calm stations within the school, including the development of a sensory bus for SEND disadvantaged pupils to access to meet their SEND needs.	<p>Disadvantaged SEND pupils are benefiting from sensory support and the sensory bus will provide a dedicated space.</p> <p>EEF - Metacognition and self-regulation (+7 months)</p>	4, 6, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## 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.

Intended outcomes	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils are engaging with tier 3 vocabulary across the curriculum, which is explicitly pre-taught at the start of lessons and reinforced throughout. Using <i>The Write Stuff</i> and high-quality first teaching (QFT), children are consistently exposed to rich and ambitious vocabulary and able to implement this in their work.
Improved writing attainment for disadvantaged pupils at the end of KS2.	65% of disadvantaged pupils finished KS2 working at or above age-related expectations.
Improved reading attainment among disadvantaged pupils.	75% of disadvantaged pupils finished KS2 working at or above age-related expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	75% of disadvantaged pupils finished KS2 working at or above age-related expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>28 disadvantaged pupils have received either ELSA support, wellbeing check-ins, play therapy or Yoga.</p> <p>Identified pupils have accessed ELSA interventions, daily or weekly wellbeing check-ins, and play therapy as part of targeted emotional support. The Strengths and Difficulties Questionnaires (SDQs) were used to monitor and evaluate the impact of these interventions. All pupils who participated in ELSA support or regular check-ins demonstrated progress in at least one identified strand. Teachers also reported that pupils who engaged in play therapy showed positive improvements in their overall wellbeing and engagement within school.</p>

### Externally provided programmes

Programme	Provider
Yoga	Real Jo Yoga

Play Therapy	Mind the Gap
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## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	During the year, our provision for service children included both pastoral and intervention support to promote wellbeing and academic progress. We employed a dedicated pastoral TA and an intervention TA who carried out regular check-ins with identified pupils in the Willow Room and the Rainbow Room, providing a safe and supportive space for discussion and reflection. Where necessary, pupils also accessed targeted ELSA sessions to develop emotional literacy and resilience. In addition, we ran a weekly Service Children's Club offering a variety of activities, including arts and crafts and games, to help pupils build friendships, express themselves creatively, and strengthen their sense of belonging within the school community.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils shared they felt understood and supported. Teachers observed noticeable improvements in pupils' wellbeing, focus, and engagement in class. Informal and formal assessments also showed measurable progress in key subject areas where targeted interventions were provided. Overall, pastoral and academic support helped service children to feel more settled in school, resulting in positive outcomes both emotionally and academically.