

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery 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 *(updated December 2025)*

Detail	Data
School name	Armley Park Primary
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	56.3% (as of Oct 2024*)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 – August 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Caine
Pupil premium lead	Emily Caine
Governor / Trustee lead	Rob Winstanley

**56.3% is the percentage of pupils eligible for free school meals at the October 2023 Census which is the figure used to calculate the Pupil Premium funding for the 2024-2025 academic year.*

Funding overview *(updated December 2025)*

Detail	Amount
Pupil premium funding allocation this academic year	£173,340
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	£173,340

Part A: Pupil premium strategy plan

Statement of intent

At Armley Park Primary School, our intention is that all pupils achieve their very best potential regardless of their background. Our focus for those pupils in receipt of Pupil Premium funding is that any barriers to learning that they have are removed and this will allow everyone to make good progress from their own individual baselines.

Though careful analysis of the needs of all our pupils, we are able to tailor support in the most appropriate way which will help to reduce the inequalities that some pupils face. As mobility of pupils is high across school, we realise that the needs of the pupils are constantly evolving and staff need to be adaptive to this.

High quality teaching in all classes is the primary approach as we believe this is the best way to support pupils. All pupils, in all classes, will have access to a supportive and challenging curriculum which is delivered by staff who are passionate about improving the outcomes for everyone. Through careful analysis of outcomes throughout the year, staff are able to identify the gaps in knowledge and understanding and then find ways to support where needed.

We are aware that many pupils were significantly disadvantaged by the pandemic and there are some gaps still to close. Analysis showed that disadvantaged pupils were more affected than their peers. Although the pupils in school have made good progress, we realise that some pupils missed out on vital opportunities before as infants before starting school and this will have an impact on their first years at school.

Throughout the next three years, we intend to implement the following provision:

- Provide additional support in class to those pupils who need extra support in lessons.
- Provide opportunities for children to access specific interventions to help them to close gaps in knowledge and understanding.
- Allow children to have the chance to access interventions after a lesson to address any misconceptions and to allow them to access whole class teaching in the following sequence of teaching.
- Pre-teach elements of the curriculum which are known to cause difficulties for those pupils who are working below the expected standards or those who are new to English.
- Enrich the curriculum to allow all pupils to be able to access the learning regardless of their prior knowledge or backgrounds.
- Fund resources to support learning online.

- Support pupils with social, emotional and mental health needs through work in the classroom or as additional interventions.

This list is not exhaustive and will be reviewed regularly according to the needs of our pupils and the support they require.

Challenges

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

Challenge number	Detail of challenge
1	English or Maths difficulties
2	Speech, language and communication difficulties
3	Gaps in learning as a result of the pandemic.
4	Limited experiences of the wider world.
5	Social, emotional and mental health difficulties which impact on learning.
6	Family circumstances, attendance/punctuality and mobility.

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
Disadvantaged pupils achieve as well as their peers by the end of Year 6 as measured by summative assessments.	At least 65%* of all disadvantaged pupils will achieve the age related expectations in reading, writing and maths.
The progress of disadvantaged pupils is in line with their peers from their baselines	Progress from KS1 to KS2 is in line with national averages.
Disadvantaged pupils are achieving in line with their peers	Throughout school, pupils are making good progress towards national expected standards
Improved language and communication skills	Pupils are able to articulate their views appropriately orally which will then lead to improved outcomes in all subjects.
<i>*not including those with SEN or those who are new to English</i>	

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>It is imperative that all children receive high quality teaching which is based on a curriculum which is responsive to the needs of all the cohort. As there is a range of needs within each class, staff need to ensure that the basic skills of Maths and English are taught effectively to embed the basics to allow the wider curriculum to be built upon.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2, 3</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p>	<p>CPD is needed to help staff to develop their knowledge and understanding of the importance of evidence based approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 3</p>

Technology and other resources focussed on supporting high quality teaching and learning	Technology is vital to be able to teach the current curriculum so the infrastructure and equipment needs to be suitable to meet the demands for whole class and small group/individual teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions	As there are children within each cohort who are not working within age related expectations, interventions are needed to help to close the gaps. These will be done using specific interventions based on the needs of the cohort and personalised to close the specific gaps they may have. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	A large proportion of the children with SEN are also disadvantaged so it is important that all activities are designed to support progress and taking into account the various needs each child may have. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 5, 6
Teaching assistant	Teaching assistants need to be deployed effectively to have maximum impact on pupil progress.	1, 2, 3

deployment and interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Children are unlikely to make good academic progress unless their social, emotional and behaviour needs are met. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6
Supporting attendance	Children need to be at school to make academic progress so poor attendance will lead to poor outcomes. Specific support is needed for some families who are regularly absent from school. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Extracurricular activities, including sports, outdoor activities, arts, culture	Due to the limited opportunities for activities out of school within the local community, it is important that school is able to provide these to help to develop. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942568/ELS_what_works_paper.pdf	4, 6

and trips		
Breakfast clubs and meal provision	<p>School is very aware that children will not achieve well if they do not have their basic needs met. Children have access to Breakfast Club for just £1 from 8:10 each morning and breakfast will always be provided for those children who arrive at school hungry.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p>	6

Total budgeted cost: £175,000

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 2024-2025 academic year.

The number of pupils who are eligible for Pupil Premium funding, and are therefore identified as disadvantaged, fluctuate throughout the year. Due to the high mobility of pupils across school, many of the children who are identified as in receipt of Pupil Premium funding is not a true representation of the cohorts of disadvantaged pupils as many of those who were eligible for free school meals at the beginning of the previous academic year are not always on roll by the time the data is submitted. There are a high number of pupils who are eligible for free school meals but not in receipt of Pupil Premium funding as they have started at the school after the October census date in the previous academic year. This makes the raw data of disadvantaged pupils difficult to analyse.

At the end of the 2024-2025 academic year, statutory assessments took place and data was reported. Outcomes for the cohorts of disadvantaged pupils:

Early Years Foundation Stage Good Level of Development: 32%

Year 1 Phonics: 44%

KS2 Reading, Writing and Maths Combined: 60%

This data evidences that children make good progress as they move through school.

Although the Covid 19 pandemic does not directly affect pupils at school anymore, the long term effects of the school closures in 2020 and 2021 continue to present and it is believed that this will continue for several years.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

Through targeted support for those pupils in need, we hope to support all pupils to make sustained progress and to try and close the gaps in attainment. This plan to support disadvantaged pupils will continue to evolve as needed.

Externally provided programmes

Programme	Provider
Floppy's Phonics	Oxford Reading Tree
White Rose Maths	White Rose Maths
Times Table Rock Stars	TTRockstars
NTS / MARK / Shine	Rising Stars
Speech and Language Therapy	NHS