



Pentland Primary School
Pupil Premium Strategy Statement
2025 – 2026



Vision

“Be kind, work hard and never give up.”

Here at Pentland, we are a family. We work closely with our community to ensure that we meet the needs of our families. We work hard to provide the best for every child and to ensure that every child enters and leaves our school happy, safe and with a love of learning. We know that working closely with our parents and community will ensure that every child can reach their full potential. Every child, regardless of their starting point in life, deserve this.

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	Pentland Primary School
Number of pupils in school	198 (ex. Nursery)
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published, reviewed September 2023, reviewed September 2024	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Debbie Hamilton
Pupil Premium Lead	Debbie Hamilton
Governor / Trustee Lead	Sheila Hauxwell

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£132,470
Pupil premium funding carried forward from previous years (enter £0 is 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	£132,470

Part A: Pupil premium strategy plan

Statement of intent

Our goal for all children is that they leave our school as independent, knowledgeable and well-rounded individuals who are ready for their next stage in Education, and life in Britain. We prepare our pupils to be hard working, kind, confident, independent and resilient individuals. The focus of our Pupil Premium strategy is to support our disadvantaged pupils in achieving that goal.

High quality first teaching is our priority and ensures that both disadvantaged and non-disadvantaged are able to flourish. 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 and high attainers will continue to progress well.

We recognise that disadvantaged pupils can present barriers to learning and through our pupil premium strategy, we support pupils and parents in overcoming these challenges. Carefully targeted additional support and resources, directed by senior leaders according to pupil need, enable staff to focus on areas in which disadvantaged pupils require the most support.

The key focus areas of our pupil premium strategy are:

- Improving the attendance and punctuality of disadvantaged pupils
- Improving the progress and attainment of disadvantaged pupils and closing the attainment gap with non-disadvantaged children.
- Improving the level of parent engagement in their children's education.
- Broadening the experiences of our disadvantaged children through the use of enrichment and clubs.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils

Challenges

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

Challenge Number	Detail of Challenge
1	Attendance and punctuality among our Pupil Premium pupils impacts academic progress, engagement, and overall wellbeing. Improving attendance is therefore a key priority, with targeted interventions aimed at identifying barriers, supporting families, and promoting the importance of regular, timely attendance as part of a whole-school approach.
2	Raising the percentage of Pupil Premium pupils achieving national age-related expectations, including greater depth, at the end of all key stages is a key priority. Current attainment data shows a gap between Pupil Premium pupils and their peers. Our strategy focuses on high-quality, inclusive teaching, targeted academic support, and regular progress monitoring to close this gap and ensure all pupils have the opportunity to reach their full potential.
3	We recognise that starting points in the key areas of early development, particularly in early reading, communication and language, and early mathematical understanding are crucial to success. Our baseline assessments show that many of our pupil premium pupils begin school with low starting points in key areas of early development. The need for targeted, daily intervention for these pupils is crucial to support their development.
4	We recognise that the emotional regulation and resilience of many of our learners, especially our Pupil Premium pupils', needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in the other situations.
5	Many Pupil Premium pupils have limited access to a broad range of enrichment opportunities outside of school, which can impact their personal development, confidence, and cultural capital. Our strategy aims to provide inclusive and meaningful experiences—both within and beyond the curriculum—to broaden horizons, raise aspirations, and support pupils' engagement and wellbeing.
6	We recognise the vital role of parents and the wider school community in supporting the progress and wellbeing of disadvantaged pupils. Many face barriers that affect their engagement and sense of belonging. By strengthening communication, sharing learning clearly, and celebrating success, we aim to build stronger partnerships that support inclusion and help pupils make sustained progress.

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
To increase the number of pupil premium pupils who will meet national expectations for attendance.	<ul style="list-style-type: none"> • The percentage of Pupil Premium pupils meeting national expectations for attendance increases year on year. • Gaps in attendance between disadvantaged pupils and their peers are narrowed. • Improved attendance has a demonstrable positive impact on attainment and progress for Pupil Premium pupils. • The punctuality of late-attending pupil premium pupils to improve.
To reduce the number of pupil premium pupils who are persistently absent.	<ul style="list-style-type: none"> • The percentage of pupil premium pupils classed as persistently absent reduces year on year. • The gap between pupil premium pupils and their peers in persistent absence rates narrows. • Persistent absence among pupil premium pupils is at or below national averages. • Improved attendance is reflected in better engagement, progress, and attainment for pupil premium pupils.
To increase the percentage of pupil premium pupils who achieve national age-related expectations at all key assessment points.	<ul style="list-style-type: none"> • The percentage of pupil premium pupils achieving age related expectations and greater depth will improve each year. • The gap between disadvantaged and non-disadvantaged pupils will narrow each year. • An increased proportion of pupil premium pupils achieving age related expectations and greater depth. • Pupil Premium children show greater engagement and confidence in reading, writing and maths, as evidenced by pupil voice, teacher observations and work produced in lessons.
To improve early language and literacy attainment in EYFS, particularly those that are pupil premium.	<ul style="list-style-type: none"> • Pupil premium children in EYFS demonstrate improved communication and literacy skills through assessments, observations, and teacher led activities. • Gaps in reading attainment between pupil premium and non-pupil premium children narrow over the year. • Pupil premium children show greater engagement and confidence in communication and literacy activities, as evidenced by pupil voice, teacher observations, and learning journals. • Parents of pupil premium children are more engaged in supporting reading at home, as evidenced through participation in reading workshops, home-school logs, or feedback.
Pupils, including those who are pupil premium, will have access to a wide range of enrichment opportunities that build confidence, aspiration, resilience, and social skills, helping them to develop a stronger sense of belonging within the school community and supporting both personal development and academic progress.	<ul style="list-style-type: none"> • Increased participation of pupil premium pupils in enrichment, extracurricular, and wider community opportunities. • Pupil voice and surveys show greater confidence, resilience, and aspiration as a result of taking part in enrichment activities. • Pupils demonstrate improved social skills and teamwork in classroom and wider school contexts. • Evidence from observations and records shows pupil premium pupils feel a stronger sense of belonging and inclusion in the school community.

	<ul style="list-style-type: none"> • Personal development outcomes (e.g., confidence, independence, resilience) are reflected in teacher assessments, case studies, and behaviour logs. • Academic progress of pupil premium pupils is sustained or accelerated, supported by their broader engagement and development.
To further strengthen home school links ensuring all pupils are supported in their wellbeing and academic progress.	<ul style="list-style-type: none"> • Increased participation of parents/carers, including those of pupil premium pupils, in school events, workshops, and learning opportunities. • Parents/carers report improved communication and stronger partnerships with school through surveys, feedback, and attendance at meetings. • Evidence of greater parental involvement in supporting learning at home such as reading records, engagement on Class Dojo • Pupils demonstrate improved wellbeing and confidence, as reflected in pupil voice, behaviour logs, and teacher observations. • Academic progress of pupils, particularly pupil premium pupils, is sustained or accelerated, with gaps between them and peers narrowing.
To strengthen the emotional regulation and resilience by developing strategies allowing pupils to access learning.	<ul style="list-style-type: none"> • Pupil premium students demonstrate improved ability to manage frustration and anxiety during challenging tasks. • Pupils are able to articulate and use a wider range of strategies (e.g., planning, self-monitoring, reflection) when tackling difficult learning. • Classroom observations and pupil voice show that learners persevere for longer when faced with challenges. • Evidence from work scrutiny, assessments, and progress data shows that pupil premium students make at least expected progress, with gaps narrowing against non-pupil premium peers.

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: £69150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As a school we will embed the principles of good practice set out in the DfE's Improving School Attendance advice. This will enhance the training provided to staff and allow the school to review procedures. Further training and refining of procedures with the involvement of staff will raise awareness further.</p> <p>Headteacher and SLT to attend further training led by Trust and</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Supporting attendance EEF • Working together to improve school attendance - GOV.UK • Working with the attendance hubs and disseminating training • Working with Parents to Support Children's Learning EEF 	1

<p>Clennell, focusing on best practice. This training will be disseminated into school.</p> <p>Weekly monitoring, tracking and evaluating of attendance.</p>		
<p>Trust School Improvement Lead working in school, supporting staff with teaching and learning.</p> <p>Staff engage in CPD delivered by Trust School Improvement Lead to continue to raise standards across school in reading, writing and maths.</p> <p>We will fund teacher release time for members of staff to work alongside the Trust School Improvement Lead to develop their teaching through the use of WalkThrus and instructional coaching.</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF 	2, 3
<p>RWI training for all staff.</p> <p>Additional RWI training for specific staff depending on their role. Staff will be realised for time to attend webinars or complete training.</p> <p>Continue to work with the English Hub and Literacy Specialist to ensure that all staff are trained in language Rich Environments work</p> <p>We will fund teacher release time to share best practice within school.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • The reading framework - GOV.UK • Early literacy EEF • EEF Early Literacy 	2, 3
<p>All staff trained in ELKLAN where the strategies are embedded into everyday practice.</p> <p>Engage with Trust EYFS CPD including Trust reviews to continue to develop communication and language in the setting</p> <p>Continue to engage with purposeful provision training</p>	<p>Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • EEF Communication and Language • High-quality interactions EEF • Early literacy EEF • EEF Early Literacy 	3
<p>Engage with Trust EYFS CPD including Trust reviews to continue to develop early maths.</p>	<p>Early numeracy approaches typically increase children’s learning by about seven months.</p> <p>The EEF emphasises that embedding mathematics into everyday play and routines</p>	2

<p>Continue to engage with the Maths Hub and Mastery specialist to develop early maths skills.</p> <p>Continue to engage with purposeful provision training with a focus on early maths.</p> <p>Continue to embed maths through play-based and practical contexts helps consolidate skills for children with low starting points.</p>	<p>through carefully planned, meaningful activities can significantly enhance learning. This is covered in their article on purposeful, playful practice, which explains how purposeful games and activities (e.g., board games, songs, rhymes) foster rich mathematical discussion and encourage confidence and fluency.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Early maths EEF • Improving Mathematics in the Early Years and Key Stage 1 EEF • How children learn maths EEF • Integrating maths into everyday routines EEF 	
<p>The SENCO has lead training, worked with classes and individuals to ensure the needs of pupils are met.</p> <p>The SENCO ensures appropriate referrals and support is put in place to met the needs of the children.</p> <p>The SENCO sits with staff to review the support plans (x3 a year) and attends all meetings with parents</p> <p>The SENCO meets regularly with parents to provide support and complete paperwork.</p>	<p>Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.</p> <p>Evidence and guidance: Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 6

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

Budgeted cost: £33570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide access to TT Rockstars for all children from Y2 –Y6. Encourage the use of these at home.</p>	<p>EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.</p> <p>Homework EEF</p>	2, 6
<p>EKLAN targeted intervention for pupil premium children who require further support.</p> <p>EYFS team to complete ELKLAN assessments.</p> <p>Talk Boost sessions to be delivered regularly to identified children to improve communication.</p>	<p>Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • EEF Communication and Language • High-quality interactions EEF • Early literacy EEF • EEF Early Literacy 	2, 3

<p>Additional phonics and reading sessions targeted at Pupil Premium pupils who require further support. This includes more able children who have the potential to reach greater depth.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Phonics EEF 	<p>2, 3, 4, 5</p>
<p>Staff will support children through targeted intervention to ensure children make progress and narrow the gap.</p> <p>Staff will create bespoke support timetables for children to ensure children continue to make progress.</p> <p>The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.</p>	<p>The EEF’s Teaching & Learning Toolkit shows that one-to-one tuition delivers substantial impact, with an average gain of +5 additional months of progress when implemented well</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Phonics EEF • Deployment of Teaching Assistants EEF • One to one tuition: Technical Appendix EEF • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) 	<p>2, 3, 4</p>
<p>Staff will support small groups through targeted intervention based on assessment and observations.</p> <p>Staff will engage with the monitoring cycle and analyse data and the impact half termly.</p> <p>The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.</p>	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Deployment of Teaching Assistants EEF • Small group tuition EEF (educationendowmentfoundation.org.uk) <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>The SENCO will support parents to support their child at home.</p>	<p>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Parental engagement EEF (educationendowmentfoundation.org.uk) <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Employment of TAs across the school to provide additional TA time in class and lead interventions (reviewed termly).</p>	<p>Closely targeted Teaching Assistant Interventions are recommended by the EEF. Teaching Maths for Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 	<p>2, 3, 4</p>

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

Budgeted cost: £29750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide bespoke support for pupils who are identified as requiring support for SEMH needs.</p> <p>Through accessing Thrive, children’s resilience and wellbeing will be improved which will directly support attendance, behaviour and attainment.</p>	<p>The Thrive Approach helps schools to prioritise mental health and wellbeing, supporting the emotional health of all students.</p> <p>Evidence and guidance: Improving Behaviour in Schools EEF</p>	<p>2, 3, 4</p>
<p>We will continue to embed the EEF attendance research through communication with parents (newsletters, dojos) and our PSA (home support where needed)</p> <p>Our SENCo is able to support families and children to ensure appropriate adaptations are in place to support all children.</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Supporting attendance EEF • Working together to improve school attendance - GOV.UK • Working with the attendance hubs and disseminating training 	<p>1</p>
<p>We will provide bespoke support for children who require external involvement such as Educational Psychologist involvement etc</p> <p>We will provide Therapeutic work (Thrive) for the children and work with parents to create an action plan.</p> <p>We will provide Nurture provision.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools EEF • Working with Parents to Support Children's Learning EEF 	<p>3, 4, 5</p>
<p>We offer free after school clubs which are changed on a half termly basis.</p> <p>The clubs are chosen by the pupil parliament and offer a range of enrichment activities.</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Evidence and guidance: Life skills and enrichment EEF</p>	<p>6</p>
<p>Funding items such as school uniform and PE or swimming kit</p>	<p>Lack of uniform and other items is not a barrier to pupils accessing the full curriculum and extra-curricular activities</p>	<p>1, 4, 5</p>
<p>Funding or subsidising enrichment activities including after-school clubs, school trips, residential trips, visitors etc</p>	<p>Pupils broaden their experiences by attending enrichment activities</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set</p>	<p>1, 2, 3, 4, 5, 6</p>

a small amount of funding aside to respond quickly to needs that have not yet been identified.
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Total budget cost: £132,470

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.

Aims	Outcomes
Improved attendance and punctuality of disadvantaged children.	<p>The attendance for disadvantaged pupils in the academic year 2024-2025 was 92.6%. Pupils who were not in receipt of pupil premium had an attendance of 95.4%. Although there has been an increase in the attendance of Pupil Premium children compared to the previous academic year, there is still a gap between disadvantaged and non-disadvantaged.</p> <p>The attendance for disadvantaged pupils in the academic year 2023-2024 was 91.6%. Pupils who were not in receipt of pupil premium had an attendance of 94%. There is still a gap between disadvantaged and non-disadvantaged.</p> <p>In 2022-2023 we had 43 disadvantaged pupils who met national expectations. In 2023-2024 we had 47 children who met national expectations. This was a small increase.</p>
<p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages, particularly the end of KS2</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p>	<p>EYFS</p> <p>GLD 2025 PP - 66.7% (increase of 22.3% on 2024 data) Not PP – 56.3%</p> <p>GLD 2024 PP – 44.4% (decrease of 12.7% on 2023 data) Not PP – 73.1%</p> <p>GLD 2023 PP – 57.1% Not PP – 68.2%</p> <p>Year 1 Phonics</p> <p>Phonics 2025 PP – 60% (decrease of 13.3% on 2024 data) Not PP – 86.4%</p> <p>Phonics 2024 PP – 73.3% (decrease of 3.2%) Not PP – 89.5%</p> <p>Phonics 2023 PP – 76.5% Not PP – 75%</p> <p>KS2 SATs 2025 Results</p>

	<p>PP RWM combined – 22.2% (decrease of 32.3% compared to 2024 data) Reading – 38.9% (decrease of 27.8% compared to 2024 data) Writing – 33.3% (decrease of 23.8% compared to 2024 data) Maths – 33.3% (decrease of 28.6% compared to 2024 data)</p> <p>Not PP RWM combined – 54.5% Reading – 72.7% Writing – 72.7% Maths – 72.7%</p> <p>2024 Results PP RWM combined – 47.6% (increase of 7.6% compared to 2023 data) Reading – 66.7% (decrease of 6% compared to 2023 data) Writing – 57.1% (decrease of 6% compared to 2023 data) Maths – 61.9% (increase of 11.9% compared to 2023 data)</p> <p>2024 Not PP RWM combined – 42.1% Reading – 57.9% Writing – 52.6% Maths – 57.9%</p> <p>2023 Results PP RWM combined – 40.9% Reading – 72.7% Writing – 68.2% Maths – 50%</p> <p>Not PP RWM combined – 57.9% Reading – 57.9% Writing – 78.9% Maths – 73.7%</p>
<p>Disadvantaged pupils' experiences to have been enriched and broadened.</p>	<p>We have offered free afterschool clubs for pupils in Reception, KS1 and KS2 which were well attended by all groups of children, including Pupil Premium.</p> <p>There have been a number of educational visits and residential which we have subsidised the cost to ensure all pupils have the opportunity to experience an enriched curriculum.</p>
<p>Parental engagement to have improved.</p>	<p>We have the Arbor app which allows parents/carers to see their attendance and have access to any information sent from school, including weekly newsletters and half termly attendance letters.</p> <p>We have implemented ClassDojo to ensure that parents have constant updates on what their child is learning in class. We also send home class newsletters to ensure that</p>

	<p>parents know what their child is learning. These are also uploaded onto the school website.</p> <p>ClassDojo is now well established in the year 2024-2025 and this has increased parental involvement. Updates are sent out via the App.</p> <p>Senior Leaders have supported parents in various aspects including applying for funding and any issues regarding their child's education.</p>
<p>Disadvantaged pupils to have been supported in maintaining their well-being and mental health.</p> <p>Disadvantaged pupils to have strategies which enable them to recognise their emotional state and to self-regulate when necessary.</p>	<p>We now have three trained Thrive practitioners within the school to support pupils with their wellbeing. These practitioners trained staff on the core principles of Thrive.</p> <p>We employ a pupil wellbeing officer. They support well-being by delivering one to one support when required and numerous interventions. They also have access to agencies who can provide external support, such as Alliance and Future Steps. Well-being has improved in the school.</p>

Externally provided programmes

Programme	Provider
Alliance – psychological service to support children and families mental health and wellbeing.	Alliance
Future Steps – Occupational therapy provided for targeted children.	Future Steps