

## Pupil Premium strategy statement 2024 - 25

The Pupil Premium is additional funding allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities, which exist between children from disadvantaged backgrounds and their peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The percentage of our pupils eligible for Pupil Premium (11%) is significantly lower than the national average (22.5%) for primary schools in England.

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 and Recovery premium funding, and how we intend to spend them in this academic year, and the effect that both had within our school last year.

### School overview

Detail	Data
School name	William Patten Primary School
Number of pupils in school	436
Proportion (%) of Pupil Premium eligible pupils	9% (45 pupils)
Academic year/years that our current Pupil Premium strategy plan covers	2024- 24
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Karen Law, Head teacher
Pupil Premium lead	Sian Davies, Deputy Headteacher
Governor / Trustee lead	Helen McNulty, Chair of Governors

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£66,600
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total funding for the academic year	£66,600

## Part A: Pupil Premium strategy plan

### Statement of intent

At William Patten, we have high expectations for all pupils and are committed to ensuring excellence for every child, particularly those who are disadvantaged or vulnerable. Our intent is to eliminate the gap in attainment and progress between disadvantaged pupils and their non-disadvantaged peers so that all pupils, regardless of background or starting point, reach their potential across the curriculum. Our curriculum is broad, balanced and exciting, designed to nurture independent, confident and successful learners with high aspirations, who can articulate their ideas clearly, reason effectively and make meaningful contributions to their community and wider society. We ensure that academic success, creativity, problem solving, resilience, responsibility, physical development, well-being and mental health are central to our provision, supporting the development of the whole child and preparing them for the next stage of learning.

The focus of our pupil premium strategy is to address the key barriers that can limit disadvantaged pupils' progress, including gaps in vocabulary, communication skills, reading fluency and comprehension, background knowledge, wider life experiences, and understanding of the world around them. We prioritise high-quality teaching as the most effective tool for raising attainment, and invest in continuous professional development to strengthen staff subject knowledge and pedagogy. Through rigorous and systematic assessment, particularly in reading and early communication, we rapidly identify individual needs, intervene promptly and closely monitor progress to ensure emerging gaps are addressed swiftly.

Our strategy includes targeted academic support for pupils not making expected progress, alongside high-quality pastoral care that builds resilience, perseverance and self-esteem. We provide bespoke interventions in small groups, larger groups, whole-school approaches or individual sessions, and draw on external agencies such as Place2Be, music tuition and access to enriching experiences that broaden pupils' horizons. We also work to remove non-academic barriers, including those related to attendance, behaviour and well-being, recognising their impact on learning.

We ensure that all staff share responsibility for disadvantaged pupils' outcomes, understand the unique needs of these learners and maintain high expectations for what they can achieve.

Robust monitoring and evaluation by school leaders and the Governing Body ensure accountability for the use and impact of pupil premium funding throughout the year. We also recognise the vital role of parents and carers in their children's education. By working closely with families, supporting them to engage with school processes and helping them understand how they can positively influence achievement, we strengthen the home-school partnership that is essential for pupil success.

Through this comprehensive approach of combining high-quality teaching, targeted support, pastoral guidance, rich learning experiences and strong collaboration with families, William Patten ensures that disadvantaged pupils make strong progress, thrive academically and personally, and are equipped with the skills and confidence to excel in the next stage of their education.

## +Challenges

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

Challenge number	
1	Pupil Premium children have slightly lower levels of attendance than their peers – 94% compared to 96% – and a higher level of persistent absenteeism (15% compared to 8%).
2	Maths outcomes for disadvantaged children at the end of keystages are lower than their disadvantaged peers
3	End of Key Stage 2 assessments reveal that there is a gap between the number of disadvantaged pupils who attain greater depth in reading, writing and mathematics and their non-disadvantaged peers.
4	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points than their non-disadvantaged peers, which can impact their depth of knowledge in aspects of the wider curriculum.
5	Parents' engagement and involvement in supporting their children at home remains an area for development. Discussions with families have also identified social and emotional issues as an area of concern.

## 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. Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> <li>Attendance policy updated and shared with families, resulting in fewer term time absence requests.</li> <li>Disadvantaged pupils will match or exceed national averages of 96% for non-disadvantaged pupils</li> <li>Monitoring of attendance by Headteacher, regular and more effective communication with families will result in an increase</li> <li>Pupil Premium pupils' attendance and a decrease in persistent absence to be more in line with non-disadvantaged peers (8%).</li> </ul>
2. All disadvantaged pupils leave William Patten with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems	<ul style="list-style-type: none"> <li>Children achieve over 75% EXS in KS2 national tests</li> <li>Disadvantaged pupils confidently use age-appropriate mathematical vocabulary in both oral and written reasoning tasks, as evidenced in lesson observations, book looks and pupil voice.</li> <li>Disadvantaged pupils demonstrate improved reasoning and problem-solving proficiency, reflected</li> </ul>

	<p>in assessment outcomes, classroom performance, and teacher judgments.</p> <ul style="list-style-type: none"> <li>• Formative assessment shows that disadvantaged pupils' misconceptions and gaps in knowledge are addressed swiftly and effectively through targeted intervention.</li> <li>• Pupil voice reflects growing confidence, positive attitudes towards mathematics, and high engagement in mathematical tasks among disadvantaged pupils.</li> </ul>
<p>3. To decrease the gap between the number of disadvantaged pupils who attain greater depth in reading, writing and mathematics and their non-disadvantaged peers at the end of KS1 and KS2</p>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils attaining greater depth in writing and mathematics at the end of KS1 and KS2 increases, narrowing the gap with their non-disadvantaged peers.</li> <li>• Disadvantaged pupils make sustained progress in reading, writing and mathematics throughout Key Stage 2, as shown by teacher assessment, internal tracking, and standardised tests.</li> <li>• Pupils can independently apply skills in reasoning, problem-solving, and extended writing tasks with confidence and fluency.</li> <li>• Work scrutiny and lesson observations show that teaching consistently supports disadvantaged pupils to reach higher standards.</li> <li>• Attainment and progress data demonstrate measurable improvements year on year, ensuring outcomes at greater depth reflect parity with non-disadvantaged peers</li> </ul>
<p>4. Free enrichment club places to support with improving the wellbeing of target pupils.</p> <p>Additional enrichment opportunities and programmes such as Carnival and wider access programmes</p>	<ul style="list-style-type: none"> <li>• Pupils develop a broader range of life experiences and cultural reference points, enabling them to make connections across the wider curriculum.</li> <li>• Disadvantaged pupils demonstrate improved depth of knowledge in foundation subjects, as evidenced through lesson outcomes, work scrutiny, and teacher assessment. Pupils are able to articulate and apply their learning in a variety of contexts, showing increased confidence in discussion and reasoning tasks.</li> <li>• Teacher observations and pupil voice indicate that disadvantaged pupils are able to draw on their experiences to support understanding and achievement across the curriculum</li> <li>• Engagement in enrichment opportunities, including visits, workshops, and cultural activities, reflects improved access and participation for disadvantaged pupils.</li> <li>• Increased numbers of children apply for and are successful for School Council, Reading Champions and the Eco Team.</li> </ul>

<p>5. Parents of disadvantaged pupils will be actively engaged in supporting their children's learning at home. Families will have the knowledge, resources, and confidence to reinforce key skills and concepts, contributing to improved pupil progress and attainment across the curriculum</p>	<ul style="list-style-type: none"> <li>• Increased attendance and participation of disadvantaged pupils' families in workshops, meetings, and school-led learning events.</li> <li>• Parents demonstrate confidence in supporting learning at home, as shown through surveys, feedback, and engagement with home-learning activities.</li> <li>• Disadvantaged pupils complete home-learning tasks more consistently and with greater quality, reflecting parental support.</li> <li>• Clear evidence of parental involvement in reinforcing key skills and concepts, contributing to measurable improvements in pupil progress.</li> <li>• Positive pupil and parent voice feedback indicating stronger home-school partnerships and increased parental understanding of curriculum expectations.</li> <li>• Increased engagement with school-provided resources, including digital platforms, reading materials, and guidance documents</li> <li>• Increased uptake of Place2be support for individuals and parents.</li> </ul>
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## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with a maths consultant to ensure the teaching of mathematics is excellent and meets the needs of all pupils.	The Ofsted Research Review highlights the importance of pupils attaining proficiency to build success and intrinsic motivation in mathematics.  <a href="#">OFSTED Maths Review</a>	2, 3
Continuing to develop the use of bespoke adaptations in mathematics lessons.	The Ofsted Research Review highlights the importance of pupils attaining proficiency to build success and intrinsic motivation in mathematics  <a href="#">OFSTED Maths Review</a>  <a href="#">Individualised Instruction</a>	2, 3

To develop opportunities for extended writing in years 1-6, with the introduction of The Write Stuff focusing on accumulation of vocabulary.	Oral language and vocabulary development ensures children can articulate knowledge accurately.  <a href="#">EEF Improving Literacy at KS1</a>  <a href="#">EEF Improving Literacy in KS2</a>	3
Topic vocabulary is planned in every lesson, shared on learning walls and knowledge organisers and sent home.	Oral language and vocabulary development ensures children can articulate knowledge accurately.  <a href="#">EEF Improving Literacy at KS1</a>  <a href="#">EEF Improving Literacy in KS2</a>	3
Developing children's knowledge of themselves as readers from Nursery onwards and introducing them to new authors, genres and writing styles.	In 2025, over 185,000 5-year-olds started school without the literacy, communication and language skills they needed to thrive. Without this firm foundation not only will their learning, confidence and wellbeing suffer in their early school days, but they are much more likely to struggle with their GCSEs and be unemployed by their 30  <a href="#">Literacy Trust Early Words Matter</a>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one RWI phonics and reading fluency tutoring	Research has shown that pupils' learning has been affected by school closures, suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. Effective support from support staff and support the development of independent learning skills, which are associated with improved learning outcomes.  <a href="#">EEF Improving Literacy at KS1</a>  <a href="#">EEF One: One Tuition</a>	3
Literacy Pirates After School programme for Year 5 and 6 - extra	Additional opportunities for pupils to read books at differentiated levels in addition to core texts during their reading lessons will improve confidence and self-confidence.	3

support and practice their reading and writing skills	Pupil Premium Funded pupils who take part in the programme make an average of 16 months' progress in their reading age compared to just four months' progress over the same period of time without the programme.  <a href="#">Literacy Pirates Impact Report</a>	
Jump Into A Book Reading programme for Year 5	Developing a love of reading can be more important for a child's educational success than their family's socioeconomic background. Organisation for Economic Co-operation and Development (OECD) 2002	3

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

Budgeted cost: £10,600

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Free music tuition – saxophone, clarinet, violin, brass or keyboard.	The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children's musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities. Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations  <a href="#">EEF Arts Participation Impact</a>	4, 5
Additional extracurricular activities. Places are free or subsidised.	Extra-curricular activities can help to improve pupil attainment, attitudes and skills, such as motivation, confidence and team-working. Focus on physical and mental well-being of children from disadvantaged backgrounds who are targeted for clubs.  <a href="#">EEF Arts Participation Impact</a>  <a href="#">EEF Physical Participation Impact</a>	4, 5
Free or subsidised trips e.g. School residential journey	To enable children from low-income families to go on the school residential trip in Year 6.	4, 5



	<a href="#">EEF Arts Participation Impact</a>	
Transition support for pupils moving to Y7	“Evidence suggests the children who decline most at the transition between primary and secondary schools are those from disadvantaged backgrounds and/or pupils with SEN. The research evidence, thankfully, offers areas of promise to mitigate the gaps that grow at transition” Alex Quigley	4, 5
Targeted parents’ workshops - RWI and Maths and 1:1 support and resources for parents to help their child at home	Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range, the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).	4, 5
Adopt new system for absence communications. The messages were developed and tested by Bristol City Council in 2020 in partnership with the Behavioural Insights Team (BIT) and have been updated in 2022 for the current context.	Informing parents about their child’s attendance has been shown to work in multiple contexts: <a href="#">A recent study with Bristol City Council</a> found that messaging parents of children with attendance below 95% increased good attendance rates by 4 percentage points. This approach also increased attendance during the early stages of the pandemic. <a href="#">A US study</a> <sup>1</sup> with 28,000 students, found that messages about the number of days a child had missed reduced absenteeism by an average of 1.1 days a year, and reduced persistent absenteeism by 10%.	1

**Total budgeted cost: £ 66,600**

<sup>1</sup> Rogers, T., Feller, A. Reducing student absences at scale by targeting parents’ misbeliefs. Nat Hum Behav 2, 335–342 (2018). <https://doi.org/10.1038/s41562-018-0328-1>



## 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.

Results show that in July 2025, disadvantaged children who had been at William Patten since Reception achieved 83% EXS or GD in reading. The national figure for non-disadvantaged children is 75% and PPG national was 63%, meaning they outperformed their PPG peers by 20% and overall by 8%

In writing, although the figure was lower than the national overall, it was higher than the national PPG figure.

In maths, disadvantaged children who had been at William Patten since Reception Patten achieved 83% EXS or GD, which is above the national figure of 74% and 22% higher than the national PPG figure.

80 % Year 1 PPG children passed the PSC (Summer 2025).

95% of Pupil Premium children met the expected standard in all foundation subjects (July 2025)

Attendance remained steady at 94% over the course of the year with a decrease in PA to 12%.

The school was able to offer a wide range of enrichment club places as well as academic club places to identified pupils from disadvantaged families. The school continues to build and expand its enrichment offer in order to ensure that all pupils have the cultural capital they need to be successful. Subsidised residential trips, workshops, visits and trips form part of the rich curriculum offer, alongside the use of specialist teachers to support the emotional regulation of some of our more vulnerable pupils.

All Year 6 PPG children attended the Kench Hill residential journey.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N / A	

