Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Adelaide Primary
Number of pupils in school	422 incl nursery
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	Reviewed September 2026
Statement authorised by	Kirsten Bradley (Head)
Pupil premium lead	Meg Anthony
Governor / Trustee lead	Diane Hamilton (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339, 360
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	£376,000

Part A: Pupil premium strategy plan

Statement of intent

Adelaide Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals remains high. 92% of pupils live in the 5% most deprived households nationally (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. (*Income Decile 1, Employment Decile 1, Education and skills Decile 1, Crime Decile 1, Health Decile 1*) However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.

2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school

3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for al children – this means investing time in supporting and developing staff at all stages in their careers

4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment

5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1	Baseline entry assessments for FS2 show that most children at Adelaide Primary are not school-ready. Many start school with limited oral language skills and vocabulary, and with little prior experience of books and storytelling. In-house evaluations indicate that these difficulties persist into KS1 and KS2, resulting in an ongoing vocabulary deficit. This challenge is compounded by the school's context: 73% of pupils have English as an Additional Language, and a larger-than-average proportion are new to the country with limited or no English. The schools population has higher than average mobility, with children often joining the school with limited knowledge, skills and understanding in line with their age.
2	A significant number of children and families at Adelaide Primary are open to social care, with many requiring sustained support to address issues such as neglect. These challenges place children at greater risk of underachievement. To help overcome these barriers, Pupil Premium funding is used to strengthen safeguarding provision, ensuring early identification and intervention, targeted wellbeing support, and close partnership with families. This proactive approach enables vulnerable pupils to feel safe, supported and ready to learn, thereby improving both their academic progress and wider personal development.
3	Although overall attendance at Adelaide Primary is above national averages, this is the result of sustained, proactive work by the attendance team. A significant proportion of pupils eligible for Pupil Premium face barriers such as low parental engagement, complex family circumstances, and high mobility, which place them at risk of persistent absence. Continued investment of Pupil Premium funding is therefore essential to maintain and build upon these strong outcomes. Funding enables early identification of attendance concerns, personalised family support, and close partnership with external agencies. This approach will ensure: • Persistent absence for disadvantaged pupils is reduced year on year. • Attendance for pupils eligible for Pupil Premium remains in line with, or above, that of their peers. • Pupils are in school consistently, enabling improved progress and attainment across the curriculum.
4	The capacity of many parents to support learning at home is limited. A large proportion are not fluent English speakers and did not attend education settings in the UK. Some parents had negative experiences of education themselves and therefore lack the confidence or skills to effectively support their children's learning. In addition, many families live in poor or overcrowded housing conditions, and access to technology and books is restricted in some households.
5	Pupils have limited life and learning experiences beyond school. The vast majority do not access out-of-school activities or visit places of cultural, historical or natural interest with their families. This lack of enrichment opportunities places pupils at a disadvantage, restricting their cultural capital, vocabulary development and ability to make connections in their learning.

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 by 2025-2028
Disadvantaged pupils, including those with EAL or limited English exposure, make accelerated progress in oral language, vocabulary, and early literacy skills. **By the end of each key stage, pupils demonstrate age-appropriate communication abilities, increased confidence in speaking and listening, and improved readiness to access the full curriculum, narrowing the language and vocabulary gap with their peers.**	• **Oral Language Development**: Disadvantaged pupils show measurable improvement in speaking and listening skills, as assessed through baseline and termly language assessments. • **Vocabulary Acquisition**: Pupils demonstrate an expanded age-appropriate vocabulary, evidenced in both oral responses and written work across the curriculum. • **Early Literacy Skills**: Pupils make accelerated progress in phonics, reading fluency, and comprehension, narrowing gaps with their peers. • **EAL and Newly Arrived Pupils**: Pupils with limited English make accelerated progress in acquiring functional English for classroom participation and learning.
A carefully sequenced and challenging curriculum is in place that builds on pupils' prior learning. It is designed to be fully accessible to all learners, including disadvantaged pupils, those with SEND, and EAL learners. **The curriculum actively engages pupils through high-quality teaching, practical learning opportunities, and enrichment experiences, ensuring that every child can make strong progress, develop key skills, and build knowledge and vocabulary.**	• Pupils make measurable progress from their starting points. • Engagement and participation in learning are high across all groups. • Disadvantaged pupils access the full breadth of the curriculum, narrowing attainment gaps. • Pupils develop strong knowledge, vocabulary, and transferable skills that prepare them for future learning.
Disadvantaged pupils make accelerated progress in reading, writing, and mathematics, closing the attainment gap with their peers and achieving outcomes in line with or above national expectations	• **Attainment**: Disadvantaged pupils achieve end-of-year outcomes in reading, writing, and mathematics that are in line with, or above, national expectations. • **Progress**: Termly assessment data shows measurable, accelerated progress for disadvantaged pupils from their starting points. • **Attainment Gap**: The gap between disadvantaged pupils and their peers at the school is reduced year on year. • **Targeted Support**: Interventions (small group, 1:1 tuition, or bespoke support) are implemented effectively and show clear impact on pupil progress.
Pupils demonstrate high levels of wellbeing, resilience, and positive social and emotional development. They are confident, motivated, and able to manage their emotions and relationships effectively, enabling full engagement in learning and positive participation in school life.	• **Pupil Wellbeing**: Pupils report feeling safe, happy, and supported at school, as measured through surveys, pupil voice, and wellbeing check-ins. • **Resilience and Emotional Regulation**: Pupils demonstrate improved ability to manage emotions, resolve conflicts, and persevere in

	learning tasks, evidenced in observations and teacher assessments. • **Behaviour and Engagement**: Reduction in behaviour incidents, exclusions, and disruptive incidents; increased participation in class and school activities. • **Attendance and Punctuality**: Consistently high attendance and punctuality among disadvantaged pupils, showing engagement with school life. • **Access to Support**: Pupils benefit from targeted pastoral support, counselling, or interventions, with measurable impact on social and emotional outcomes. •
Pupils maintain high overall attendance and punctuality, with persistent absence (PA) reduced year on year. Pupils attend school regularly and on time, enabling them to access the full curriculum, engage consistently in learning, and achieve their academic potential.	• **Overall Attendance**: Disadvantaged pupils achieve attendance rates in line with, or above, national averages. • **Persistent Absence (PA)**: The proportion of disadvantaged pupils classified as persistently absent decreases year on year. • **Punctuality**: Reduction in late arrivals for disadvantaged pupils, ensuring consistent access to learning from the start of the day. • **Engagement with Families**: Early identification and intervention for attendance issues, supported by effective engagement with parents and carers.

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 (incl CPD, recruitment and retention etc)

Budgeted cost: £176,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Developing high quality teaching **CPD:** • Staff release to access in-house, Trust-wide, and national training with a focus on improving QfT through a shared understanding of effective approaches to teaching including Responsive Coaching, NPQs, Early Communication CPD, Work with English and Maths Hubs, Work within school and the Trust *Release of DHT (0.3fte) AHT (0.3fte) TD school lead (O.1fte)* (£75,000) • Release of SLT members to provide support and development of quality first teaching coaching/mentoring programme to further improve quality first teaching with a focus on high impact, evidence based approaches* - focus on quality interaction with chn in EYFS, development of oracy and writing/ handwriting and transcription: Phonics & early reading (0.1fte), reading (0.1fte) writing (0.1 fte) and mathematics leads, Oracy champions x 2 (0.1fte) (£34,500) • Release of SENCo (0.4 fte) to support all staff (teaching and support staff) on meeting needs of all pupils with focus on adaptive teaching, scaffolding and flexible grouping and meeting the needs of pupils based on their EHCP and IEPs (£32,000) • All relevant staff (including new and support staff) receive training and bespoke support from Bridge SLT to be SALT friendly, Language in Colour and Phonological Awareness as part of QfT. (£4,000) **Total: £145,500**	• Education Endowment Foundation - Diagnostic Assessment - Evidence Insights • Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation) • EEF state that with the information diagnostic assessments provide, teachers may: ○ decide to adjust the level of challenge of activities ○ reteach specific concepts or topics ○ adjust curriculum content in the medium or long term ○ provide pupils with feedback through which they can address their own areas for improvement ○ decide which pupils may need additional, targeted academic support	1 and 4
Develop oracy across the school: • Embed being a 'Voice 21' oracy school so that oracy practices are consistently planned for, modelled and assessed across the curriculum. (online CPD, 2 x face to face days, release time for 2 x Oracy champions 0.1fe weekly)	• Oral language interventions | EEF (educationendowmentfoundation.org.uk) • Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -… | EEF	1, 4

Total: £19,000	(educationendowmentfoundation.org.uk)	
SSP RWI: • Secure consistently good phonics teaching for all, alongside engagement with Outwood Hub and Ruth Miskin Development Days (£2000) • Subscription to online training related to the SSP (£1500) • Access to accrediated Ruth Miskin RWI Training (£2000) • Release for staff to work with Outwood Hub specialist for SSP and one to one tutoring (£1500) • Rigour of assessments carried out every 6 weeks, analysed and children regrouped. **Total: £7,000**	• Very strong evidence base which suggests the positive impact on early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils • DfE Reading Framework - Teaching the foundations of literacy • Education Endowment Foundation T&L Toolkit - Phonics	1,4
Development of maths: • Engagement with Maths Hubs to ensure within QFT we are embedding evidence-based approaches that strengthen conceptual understanding, fluency and problem-solving across all year groups • Purchase of software that can be used in house and at home for development of maths recall and arithmetic fluency (Fluency Bee and WRM infinity) • Time for Maths lead to work systematically with staff and Tas to lead on arithmetic and fluency **Total: £4,500**	• Education Endowment Foundation - Improving mathematics in the Early Years and Key Stage 1 • Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3	1,4

£176,000

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £107,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Targeted SALT support: Speech and Language Teaching Assistant 0.4 (£14,000) Bridge Specialist SALT support (£14,000) **Total - £28,000**	• Education Endowment Foundation Early Years Toolkit - communication and language approaches • Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds • Education Endowment Foundation - T&L Toolkit - Oral Language Interventions • Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.	2,3
Phonics and Early Reading catch-up / intervention: RWI interventions for YR, Y1, Y2, lowest 20% KS2 – 1:1 or small group by trained teaching assistants x 6 Assessment team of 3 Tas who regularly assess children (between every 2 and 6 weeks) (£66,000) Year 6 after school tuition, X3 groups with HLTAs and external tutor (£13,000) **Total - £79,000**	• DfE Reading Framework - Teaching the foundations of literacy • Education Endowment Foundation - T&L Toolkit - Small Group Tuition • Education Endowment Foundation - T&L Toolkit - One to One Tuition • Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key. • EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. • However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	2,3

£107,000

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £93,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Well-being, social and emotional development, inclusion: • DSL protected time for (0.4 DHT) • Well-being worker (37 hours) with clear job description, role and responsibilities incl attendance and safeguarding (£27,500) • ELSA interventions 2 x pm • WRAP interventions UKS2 Total £48,500	• Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning • Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. • Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored. • Education Endowment Foundation - T&L Toolkit - Meta Cognition and Self-Regulation • Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	2,3,4
Embedding and improving attendance: • Assistant Child Protection Coord – 0.3 (£9,000) • Safeguarding and attendance officer – 0.5 (£18,000) • Regular monitoring and analysis – use of policies in practice • Robust follow up of absence • Engagement with partner agencies • Build positive relationships with parents intervening and supporting early Total £27,000	• DfE - School attendance guidance • DfE - Improving school attendance - support for schools and local authorities • DfE guidance based on cases studies with school with high levels of attendance. • Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE) • EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions. • EEF attendance intervention rapid evidence assessment	4

• **Enhanced Breakfast Club provision** – On top of enhanced food offer, additional staffing will ensure disadvantaged pupils have a positive start to the day, improving attendance and punctuality, while offering focused reading support to develop vocabulary and literacy (£7500 staff for B Club / £10,000 B Club food) Total £17,500	• Providing **free, universal, before-school breakfast clubs** can lead to improved academic attainment: in a trial of ~8,600 pupils in 106 primary schools, Year 2 pupils achieved **around two additional months' progress** in reading, writing and maths over a year compared to similar pupils in schools without a breakfast club. EEF+2EEF+2 • The benefits are stronger for younger primary pupils (Key Stage 1) than for older (Key Stage 2). EEF+1 • Improvements are not just in test scores; schools report better **behaviour, concentration, and classroom environment** when breakfast clubs are in place. Teachers see fewer behaviour incidents, higher levels of engagement and attentiveness. EEF+3EEF+3Institute for Fiscal Studies+3 • Attendance improves: there is evidence of **reduced authorised absences** (e.g. due to health) when breakfast clubs are provided.	

£93,000

Total budgeted cost across all priorities:

- £176k + £107k + £93k = £376,000