Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 R.scordis academic year) 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	Poppyfield Academy
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	R. Scordis
Pupil premium lead	R. Scordis
Governor / Trustee lead	Simon Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34845.00
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	£34845.00

Part A: Pupil premium strategy plan

Statement of intent

At Poppyfield Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching ¬ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and tutoring
- Target funding to ensure that all pupils have access to trips, first hand learning experiences and clubs
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Pupils in Year 6 need support in order to “catch up” in writing and maths
2	Pupils in Year 1 need additional support in order to develop phonics
3	Pupils need to develop further resilience as well as personal and social skills with their peers
4	Opportunities for pupils to attend a range of clubs/sports outside of the school day and musical instrument provision
5	Trauma informed practice is used to support pupils effectively enabling them to fell emotionally and physically secure in school.
6	Opportunity for all pupils to experience camping on school field and a weeks residential, and learning a musical instrument

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
Pupils in year 6 and Y4 catch up in maths	At least 73% of pupils achieve ARE+ on maths at the end of Year 6 and in Year 4
Pupils in year 6 and Y4 catch up in writing	At least 75% of pupils achieve ARE+ on maths at the end of Year 6and in Year 4
Pupils in year 1 achieve a pass in phonics screening	At least 83% of pupils in Year 1 pass the phonics screening
Pupils are able to play with their peers and show resilience	Pupils have a number of skills to support themselves with positive and play and have the resilience to apply them independently. Number of play time and lunch time friendship issues reduce
Pupils have the opportunity to explore a range of different clubs and sports and learn to play a musical instrument	A range of afterschool clubs are available for pupils to access Pupils take the opportunity to explore afterschool clubs and learn new skills Pupils have the opportunity to learn a brass instrument in school

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: £9550

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained in Number fun – active and song based maths	Strong Quality First Teaching demonstrated by all teachers rooted in Teach like a Champion. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year	1
All staff in Y1-6 trained on Write Stuff to continue to improve vocabulary and writing development	Strong Quality First Teaching demonstrated by all teachers rooted in Teach like a Champion and fully planned writing development. Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.	1
Use of Now press play to embed immersive experiences to support writing	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year	1 and 3

All staff trained on relational behavioural practices and the use of restorative conversations	Restorative Justice Council – Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement	3
All staff trained on Trauma informed Practice	Trauma-informed practice is an approach to care that recognises the widespread impact of trauma and seeks to avoid re-traumatisation by focusing on principles like safety, trust, choice, collaboration, empowerment, and cultural consideration	5
Appointment of good Y6 teacher allowing additional time to support training and transition for pupils	EEF - The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them	1

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

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing stars group used to develop writing skills and basic punctuation	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition - Education Endowment Foundation	1

Additional adult to support maths confidence in Year 5 and 6 with small group in class support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition - Education Endowment Foundation	1
Additional maths support groups to address four operations and arithmetic skills in upper key stage 2.	behind Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1
Well com/Language link programme is used to develop communication skills of Reception pupils	EEF - Early Language Intervention had a positive impact on the language skills of children in the trial.	3
Additional phonic group interventions groups administered	EEF - 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.	2

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

Budgeted cost: £9800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Worry Woos continue to build pupils emotional intelligence and resilience	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
PSHE Association used to effectively support the teaching of emotional intelligence.	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3

A range of afterschool clubs will be offered every half of every term for pupils in R – Y6	Report by the Centre for Young Lives - commissioned by NCS Trust, and The Duke of Edinburgh's Award - shows how enrichment activities like sports, arts clubs, volunteering, social action and adventures away from home can encourage children and young people at risk of missing school to attend.	3
Opportunity to learn and brass instrument and have weekly lessons	Report by the Centre for Young Lives - commissioned by NCS Trust, and The Duke of Edinburgh's Award - shows how enrichment activities like sports, arts clubs, volunteering, social action and adventures away from home can encourage children and young people at risk of missing school to attend.	6
Opportunity to complete a camp on school field and 1 week residential	Report by the Centre for Young Lives - commissioned by NCS Trust, and The Duke of Edinburgh's Award - shows how enrichment activities like sports, arts clubs, volunteering, social action and adventures away from home can encourage children and young people at risk of missing school to attend.	6
Additional resources to support pupil play and social skills on the playground	Resources that support play benefit children by developing key cognitive, physical, and social-emotional skills. These include improved problem-solving, creativity, and communication, as well as enhanced physical abilities and a greater capacity for cooperation and emotional resilience	3
Additional focused play provision at lunch time to support pupils who require adult led activities	Resources that support play benefit children by developing key cognitive, physical, and social-emotional skills. These include improved problem-solving, creativity, and communication, as well as enhanced physical abilities and a greater capacity for cooperation and emotional resilience	3

Total budgeted cost: £34850

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 2021 to 2022 academic year.

Key areas of impact:

- 2025 Year 1 Phonics screening 67% PP Pupil – Passed
- End of Key stage 1 results – Reading – 80% PP – 25%

  Writing – 80% PP – 25%

  Maths – 83% PP – 25%
- PP attendance figures for end of 2024-2025: 91.7%

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine – The Training Space