

Pupil premium strategy statement Unsworth Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	6 th December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs J Grundy – Headteacher
Pupil premium lead	Mrs T Ali /Mrs S Watt – Assistant head teacher
Governor / Trustee lead	Janet Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,645

Part A: Pupil premium strategy plan

Statement of intent

At Unsworth Primary School, we are committed to being a highly inclusive school that values diversity and strives for excellence. Our overarching goal is to achieve and sustain positive outcomes for all pupils, including those who are disadvantaged, ensuring every child has the opportunity to thrive academically, socially and emotionally.

We believe that every child deserves access to high-quality teaching and a nurturing environment that supports their individual needs. Our pupil premium strategy is designed to address the specific challenges faced by our disadvantaged pupils, enabling them to overcome barriers and achieve their full potential.

Through targeted interventions, personalised support, and investment in professional development for our staff, we aim to close the attainment gap and promote equity across our school community. Key principles of our strategy include fostering high aspirations, building resilience, and ensuring access to enriching experiences that prepare our pupils for a successful future.

We are dedicated to working in partnership with families, staff, and the wider community to create a culture of high expectations and a relentless focus on removing barriers to learning. This commitment underpins our vision of providing all pupils with the knowledge, skills, and opportunities they need to succeed and make a positive impact in the world.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gap at Entry and Throughout School: Many of our disadvantaged pupils enter school with lower starting points compared to their peers, particularly in key areas such as English and Maths. This attainment gap persists throughout the school years, with disadvantaged pupils often achieving lower outcomes in assessments compared to their non-disadvantaged peers. Closing this gap remains a key priority, as we aim to provide high-quality teaching and targeted interventions to ensure all pupils can access the full curriculum, make sustained progress, and achieve their potential.
2	Limited Enrichment and Social Opportunities: Disadvantaged pupils often have fewer opportunities to engage in extracurricular and enrichment activities, limiting their access to experiences that foster personal growth, confidence, and cultural capital. Additionally, financial barriers often prevent these pupils from participating in activities such as trips, clubs, and other social opportunities, further widening the gap in their overall development. We aim to remove these barriers and ensure all pupils can benefit from a wide range of enriching experiences that support their learning and personal development.
3	Emotional Wellbeing, Trauma, and Self-Regulation: A significant number of our disadvantaged pupils have additional needs, such as SEND or adverse childhood experiences (ACEs), which

	can impact their emotional wellbeing and ability to engage in learning. Many of these pupils also struggle with self-regulation, making it difficult for them to manage emotions, behaviours, and challenges effectively. We aim to provide tailored support to build resilience, enhance their readiness for learning, and ensure they feel secure, valued, and capable of succeeding within the school environment.
4	Attendance, Punctuality, and Engagement: Attendance rates among our disadvantaged pupils are often lower than their peers, and issues with punctuality further hinder their ability to fully engage with learning. Regular absence and lateness can disrupt their educational progress and limit their opportunities for success. Improving attendance, promoting punctuality, and fostering a culture of engagement with families are essential to ensuring these pupils can access consistent learning experiences and achieve their full potential.

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
Attainment Gap at Entry and Throughout School: Disadvantaged pupils will make accelerated progress in closing the attainment gap with their peers, achieving outcomes in line with or above national expectations in EYFS, End of Key Stage 1 and End of Key Stage 2.	Disadvantaged pupils demonstrate sustained improvement in attainment, reflected in internal assessments and external benchmarks, with the gap between their outcomes and those of non-disadvantaged pupils narrowing year on year.
Limited Enrichment and Social Opportunities: All disadvantaged pupils will have equal access to a wide range of enrichment and social opportunities, overcoming financial barriers and enhancing their personal development and cultural capital.	Increased participation of disadvantaged pupils in extracurricular activities, school trips, and other enrichment opportunities, with positive feedback from pupils and families. Evidence of improved confidence, social skills, and engagement with learning.
Emotional Wellbeing, Trauma, and Self-Regulation: Disadvantaged pupils will experience improved emotional wellbeing, develop greater resilience, and enhance their ability to self-regulate, resulting in increased readiness for learning and positive engagement in the school environment.	Measured improvements in pupil behaviour and emotional regulation, evidenced by reduced incidents of dysregulation, positive feedback from staff and families, and increased engagement and participation in lessons. Regular monitoring shows progress in resilience and readiness for learning.
Attendance, Punctuality, and Engagement: Disadvantaged pupils will close the gap or achieve, attendance and punctuality rates in line with their non-disadvantaged peers, ensuring consistent engagement with the curriculum and access to quality learning opportunities.	Attendance and punctuality rates for disadvantaged pupils are equal to or exceed those of their non-disadvantaged peers. Improved attendance leads to better academic progress, classroom engagement, and participation in school activities, as evidenced by assessment data and positive feedback from staff and families.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff Deployment of Teaching Assistants	Whole school CPD on Deployment of Teaching Assistants The recommendations of the EEF guidance report outlines how schools can unlock the full potential of the school workforce through intentional TA deployment, where TAs supplement - not replace - the teacher, as part of a learning environment enabling all pupils' needs are met Deployment of Teaching Assistants EEF	1
CPD on Lesson Structure and teaching strategies such as Retrieval Methods	Regular CPD ensures staff are equipped to adapt their teaching to meet the diverse needs of our pupils. Research highlights improving working memory can enhance learning outcomes which helps close the attainment gap by addressing barriers to learning Cognitive science approaches in the classroom EEF	1
Oracy curriculum development	Oral language interventions can be an effective approach: Speaking, listening, or a combination of the two, all show positive impacts on attainment. There may be wider benefits to oral language approaches, including improved pupil attitudes, attention, self-regulation or confidence. Oral language interventions EEF	
Deployment of leaders to Support Less Experienced Teachers /ECTs	Deploying senior leaders to mentor and guide less experienced teachers strengthens planning, assessment, and curriculum delivery. Evidence shows that targeted support and professional development for early-career teachers improve teaching quality, benefiting pupil outcomes, particularly for those who face educational disadvantages. Evaluation of the early roll-out of the Early Career Framework - NFER Supporting early career teachers in England: making an impact on teaching practices - Education Development Trust	1

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller Class Sizes in Year 6 for Core Subjects	Research indicates that reducing class sizes can positively impact pupil outcomes, particularly for disadvantaged students.	1

	<p>The Education Endowment Foundation (EEF) highlights that reducing class sizes can have a moderate impact on attainment, particularly for younger pupils and those from disadvantaged backgrounds, though it is most effective when combined with high-quality teaching.</p> <p>Reducing class size EEF</p>	
Homework club	<p>The EEF Homework report suggest homework clubs can help to overcome any number of barriers by offering pupils the practical resources and adult support needed to undertake homework or revision tasks.</p> <p>Homework EEF</p>	1, 2, & 4
Before-School Booster Groups for Year 6 Pupils	<p>Additional academic support outside regular school hours, such as booster groups, provides targeted assistance for pupils needing extra help. The EEF's research on extending school time suggests that such interventions can have a positive impact on pupil attainment, especially when they are structured and purposeful.</p> <p>Extending school time EEF</p>	1 & 4
Peer mentoring	<p>Peer mentoring build confidence and relationships, to develop resilience and character. It has a positive impact on pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring EEF</p>	1, 2, and 4
Running Targeted Interventions Using TAs	<p>Structured interventions delivered by well-trained Teaching Assistants (TAs) can effectively support small groups or individual pupils. The EEF highlights that targeted TA interventions can lead to meaningful improvements in pupil progress.</p> <p>Teaching Assistant Interventions EEF</p>	1, 2 & 3
Online Learning Platforms to Enhance Home Learning	<p>Online learning platforms can increase accessibility and engagement for home learning, allowing pupils to consolidate their understanding outside the classroom. The EEF's guidance on digital technology emphasises that effective use of technology can support independent learning and improve pupil outcomes.</p> <p>Using Digital Technology to Improve Learning EEF</p>	1 and 2
Deployment of TAs to where needed in the Classroom	<p>Classroom support from TAs enables all students to engage more fully in lessons, providing additional scaffolding and individualised assistance. The EEF notes that when TAs are effectively deployed, they can have a positive impact on student learning and behaviour.</p> <p>Teaching Assistant Interventions EEF</p>	1, 2, 4 & 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a Parent Support Advisor to Work with Families	Parent Support Advisors (PSAs) help build stronger relationships between schools and families, addressing barriers to attendance, behaviour, and academic engagement. Research highlights that effective family-school partnerships can improve pupil outcomes and parental involvement in education. Parental engagement EEF	1, 2, 3 & 4
Trauma-Informed Interventions Delivered by Parent Support Advisor	Implementing trauma-informed practices helps create a safe and supportive learning environment. Research indicates that such interventions can enhance pupils' social and emotional skills, leading to better engagement and academic performance. The effectiveness of trauma informed approaches to prevent adverse outcomes in mental health and wellbeing a rapid review	1, 2, 3 & 4
Improving Parental Engagement Through Play and Stay Sessions and Coffee Mornings	The EEF highlights that strategies to support parental engagement, such as regular communication and involvement in school activities, can lead to improved pupil outcomes. Play and stay sessions and coffee mornings provide informal opportunities for parents to engage with the school community. Parental engagement EEF	1, 2, 3 & 4
Lunchtime and Afterschool Extra-curricular activities	The EEF notes that participation in extracurricular activities can have a positive impact on academic performance and social skills. Providing such opportunities during lunchtime and after school can enhance pupils' engagement and broaden their experiences. Physical activity EEF	2 & 3
Funding Extra-curricular activities and School Trips for Disadvantaged Pupils	Ensuring that disadvantaged pupils have access to extracurricular activities and school trips can help close the attainment gap by providing enriching experiences that support academic and personal development. The EEF suggests that such involvement can boost motivation and engagement. Arts participation EEF	1, 2 & 3
Emotionally Available Adults in School	The presence of emotionally available adults in schools contributes to a supportive environment, promoting pupils' social and emotional well-being. Research indicates that strong relationships with trusted adults can enhance pupils' readiness to learn. https://www.traumainformedschools.co.uk/home/our-mission	1, 3 & 4
Speech and Language Therapy	The EEF highlights that oral language interventions have a positive impact on pupils' language skills and comprehension. Regular access to speech and language therapists can support targeted interventions, enhancing communication abilities and academic performance. Role of speech and language therapy in education RCSLT	1, 3 & 4

Forest Schools Delivered by Specialist Practitioner	<p>Outdoor adventure learning, such as Forest Schools, is associated with positive impacts on self-confidence, motivation, and teamwork. The EEF suggests that these activities can lead to improved outcomes, particularly for pupils from disadvantaged backgrounds.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	1, 2, 3 & 4
Unsworth Week celebrating arts and sports	<p>Focus weeks dedicated to themes such as multifaith awareness, sports, and wellbeing foster inclusivity, cultural understanding, and physical and emotional health.</p> <p>Research highlights that such initiatives help build pupils' social cohesion, empathy, and resilience, while promoting an active and healthy lifestyle. The EEF emphasises the importance of social and emotional learning and physical activity in supporting pupils' overall development and academic outcomes.</p> <p>Physical activity EEF</p>	1, 2, 3 & 4

Total budgeted cost: £60,000

Part B: Review of the previous academic year

Objective 1: Pupils with SEND make predicted progress in R/W/M by end of year. All eligible pupils will have an individualised programme of support which will be monitored on the school's SEND provision map.

New system of One Page Profiles, Learning Plans and Notice, Check and Try introduced in school. These systems allowed for more tailored, personalised targets, precise and achievable targets for pupils and SEND children making more progress.

Objective 2: Phonics and reading results have improved since the introduction of Supersonic phonics but some pupils are still not achieving expected.

	2024	2025
EYFS GLD	75%	74%
Y1 Phonics	83%	84%

Objective 3: Pupils attainment across school in maths will be in line with their achievements in reading and writing. All attainment targets at the end of KS2 will exceed national ARE figures.

Maths was a priority across the school. End of year outcomes showed a significant improvement in Maths across school. End of KS2 Maths outcomes:

	2024 EXS KS2	2025 EXS KS2
Maths	87%	86%
Reading	77%	89%
Writing	84%	82%
RWM Combined	77%	82%

Objective 4: The pupils across the school who are not at ARE and who do not have SEND will achieve age expectation by the end of KS2 or may be placed on the code of practice as they move across KS1 and into KS2. All will receive small group tuition and some, one to one tuition where appropriate.

Additional support and smaller class sizes in targeted year groups. Due to targeted support, pupils in Y4 cohort made above average progress Reading, Writing and Maths.

Objective 5: Reduction in anxiety for some pupils and a reduction in areas of need identified from SDQ's. One to one mentoring or therapeutic interventions will be provided to affected pupils.

Example Pupil Case Study: Autumn term EBSA pupil with high anxiety surrounding school accessed a range of interventions including therapeutic sessions with PSA. A variety of strategies resulted in significantly reduced anxiety and dramatically improved attendance for the Spring and Summer terms 2023/24. Autumn Term attendance: 66.44% / Spring Term Attendance 100%.

Objective 6: Attendance gap between pupils eligible for pupil premium and other pupils has closed by the end of year.

Pupil Premium Attendance at Unsworth for 2023/23 academic year was 92.42%.

Pupil Premium absence rates at Unsworth for Pupil Premium children was 7.58% compared to 2022/2023 national figures of 11.1%.

Pupil Premium Persistent Absentee rates at Unsworth are 23% compared to 2022/2023 national figures of 36.5%.

Objective 7: Eligible pupils attend weekly homework club/complete homework tasks with support from an adult

Following the results of a pupil voice survey surrounding home learning, school purchased a variety of online learning resources to make home learning more child-friendly and accessible for pupils. ICT through iPads put in to place in after-school club so that children with limited ICT access at home, could complete home learning with adult support in school. Pupil completion of homework increased across all year groups.

Objective 8: Reception pupils will be on track with language development as they move into KS1.

	2024	2025
EYFS GLD	75%	74%
Communication and Language	78%	81%

Objective 9: Eligible pupils experience a wide range of enrichment activities.

All Y6 children attended Robinwood. Oak Experience funding used for a range of enrichment opportunities across school such as a Camping Day for Y5 pupils on the school field, and PP funding used to enable pupils across school to engage in enrichment opportunities.

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

End of KS2 Outcomes for Disadvantaged Pupils

	2024 EXS Cohort	2024 EXS Disadvantaged	2025 EXS Cohort	2025 EXS Disadvantaged
RWM	77%	66%	82%	60%

In the previous academic year, the performance of disadvantaged pupils at Unsworth Primary School was assessed using national assessments, internal summative and formative evaluations, and a comprehensive review of attendance, behaviour, and well-being data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.