

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Grand Avenue Primary and Nursery School
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	14% - 92 children
Academic year/years that our current pupil premium strategy plan covers	2025/2026 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Shona Pitcher Head Teacher
Pupil premium lead	Rebecca Strong Lead for Pupil Development
Governor / Trustee lead	Jenny Gresson Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,260
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,260

**Part A: Pupil premium strategy plan**  
**Statement of intent**

**At Grand Avenue Primary and Nursery School, we strive to give every child the skills to prepare them for their future.**

At Grand Avenue Primary and Nursery School, we are committed to raising standards for all children and the targeted and strategic use of pupil premium will support us in achieving this. Our key objective is to use the Pupil Premium Grant to narrow the gap between pupil groups and extend the learning of Pupil Premium pupils. This is in-line with our whole school vision: 'Enjoying Learning; Exceeding Expectations.'

Quality first teaching will mean that all children, including those who are eligible for the Pupil Premium Grant, experience a range of high quality learning experiences that enable them to make progress and achieve the targets set. We invest significantly in coaching and supporting teachers to deliver quality first teaching so that children receive the support they need to make progress from their individual starting points. There is a clear cycle of CPD for all members of staff, in order to develop and maintain teaching standards in all phases.

Interventions will be precisely targeted with clear strategies to support progress. The impact of interventions will be monitored. Analysis of interventions is discussed with class teachers, teaching assistants and SENCO. Groups are assessed, modified or stopped according to need.

Wider strategies support strong attendance, parental engagement and enriching opportunities such as trips, residential and clubs.

At Grand Avenue Primary and Nursery School, we are committed to fostering an environment where respect is at the forefront of all interactions. We believe that every member of our school community deserves equitable opportunities to reach their potential and actively engage in school life. To support this commitment, it is crucial that our Pupil Premium Grant (PPG) strategy aligns with our Equity, Diversity, and Racial Justice practices. By integrating these principles, we aim to create a supportive and inclusive atmosphere.

## Challenges

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

Challenge number	Detail of challenge																																																			
1. Attainment and progress PPG vs non-PPG gap persist.	<p><b>Disadvantaged pupils - Reading, writing and mathematics expected standard</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> <th colspan="3">School disadvantaged compared to national non-disadvantaged</th> <th rowspan="2">Year group context</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>National (non dis)</th> <th>Gap</th> <th>Gap Trend</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>43</td> <td>40%</td> <td>46%</td> <td>Close to average (non-sig)</td> <td>68%</td> <td>-28</td> <td>Not applicable</td> <td>Not applicable</td> </tr> <tr> <td>2025</td> <td>10</td> <td>40%</td> <td>47%</td> <td>Close to average (non-sig)</td> <td>69%</td> <td>-29</td> <td>Narrowing</td> <td>-</td> </tr> <tr> <td>2024</td> <td>19</td> <td>37%</td> <td>46%</td> <td>Close to average (non-sig)</td> <td>67%</td> <td>-31</td> <td>Widening</td> <td>-</td> </tr> <tr> <td>2023</td> <td>14</td> <td>43%</td> <td>44%</td> <td>Close to average (non-sig)</td> <td>66%</td> <td>-23</td> <td>Not available</td> <td>-</td> </tr> </tbody> </table> <p><i>(Chart above shows the data for KS2 pupils)</i></p> <p>The gap between the attainment and progress of the PPG and non-PPG children needs to be further narrowed to ensure all children are learning and achieving well.</p>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	43	40%	46%	Close to average (non-sig)	68%	-28	Not applicable	Not applicable	2025	10	40%	47%	Close to average (non-sig)	69%	-29	Narrowing	-	2024	19	37%	46%	Close to average (non-sig)	67%	-31	Widening	-	2023	14	43%	44%	Close to average (non-sig)	66%	-23	Not available	-
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2. PPG attendance is lower than non-PPG.	<p>Attendance of pupils eligible for free school meals as of October 2025 was 92.5%, lower than at least a quarter of similar schools. This is also lower than the National Average.</p> <p>The percentage of PPG children who are persistently absent in comparison to those who are non-PPG is higher.</p>																																																			

## 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. Attainment and progress PPG vs non-PPG gap will be narrowed	<p>In class:</p> <ul style="list-style-type: none"> <li>Teachers demonstrate a clear knowledge of the barriers of PPG children and this is evidenced clearly in Pupil Progress Meetings, planning (misconceptions), Provision Maps and MGP sheets where applicable</li> <li>Specific in class actions: PPG Gap is reduced by the teacher's implementing specific in class actions – this is evidenced through Year group action plan target, MGP where applicable, Provision Maps (highlighting PPG children), Provision Learning Behaviour Target</li> <li>PPG gap is reduced and is evidenced through SLT and MLT monitoring records, such as learning walks, book scrutinies, Pupil progress records (MGP where applicable) focus on the experience and progress of the PPG cohort</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>Interventions are effective in reducing the PPG gap. All interventions are deployed based on precise diagnostic assessment. Interventions are reported on the impact on the Provision Maps. Interventions reviewed and evidenced.</li> <li>Parents are clear on the support their child receives as in class and intervention support communicated with parents through parent-teacher consultations and intervention letters.</li> </ul> <p>Children are well-regulated in lessons and able to begin their learning quickly and effectively after break and lunchtimes.</p>

<p>2. Improve attendance of PPG children.</p>	<p>Strong staff awareness of their own individual role in securing strong attendance – implementing strategies from training such as 'Trauma Informed School' and 'Attachment Aware' and fostering sense of belonging by building relationships with pupils.</p> <p>Developed and sustained attendance strategy.</p> <p>Persistent absence is decreasing over time.</p> <p>Increase PPG attendance to 94.7% so that our overall attendance increases by 0.4% and our overall persistent absence percentage drops by 0.6 percentage points.</p> <p>Strong relationships formed with parents to support those with poor attendance.</p>
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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: £48,908.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. <u>Further develop a progressive curriculum for foundation subjects:</u></p> <ul style="list-style-type: none"> <li>- Develop Key Concepts for RHE, Music, PE, MFL and review existing use of Key Concepts</li> <li>- Apply for Arts mark</li> <li>- Further training in task design</li> <li>- Update Programme of Study for Humanities and music.</li> <li>- Introduce Whole School Oracy Strategy</li> </ul>	<p>EEF: Metacognition and Self-Regulated Learning: <a href="https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf</a></p>	1
<p>2. <u>Deepen Pupils' Understanding in Mathematics</u></p> <ul style="list-style-type: none"> <li>- Further training for staff in teaching key aspects of maths curriculum</li> <li>- Review assessment procedures to ensure pupils are able to demonstrate knowledge and understanding</li> <li>- Continue to promote use of computer software to support learning</li> </ul>	<p>EEF: Metacognition and Self-Regulated Learning: <a href="https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf</a></p> <p>EEF: Improving Mathematics in the Early Years and Key Stage 1 <a href="https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</a></p> <p>EEF: Improving Mathematics in the Early Years and Key Stage 2 <a href="https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>	1
<p>3. <u>Strengthen foundational English skills:</u></p> <ul style="list-style-type: none"> <li>- Further enhance and refine phonics practice</li> <li>- Disseminate new writing framework - spelling and handwriting focus</li> <li>- Disseminate new writing</li> </ul>	<p>EEF: Improving Literacy in Key Stage 1 <a href="https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1764671719b">https://d2tic4wvo1iusb.cloudfront.net/productio n/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1764671719b</a></p> <p>EEF: Improving Literacy in Key Stage 2</p>	1

<p>framework - Focus on building stamina for reading and writing - opportunities for longer, purposeful writing and opportunities for reading longer texts.</p>	<p><a href="https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764670042">https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764670042</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £62,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. <u>Promote and build independence skills and sense of belonging particularly for vulnerable learners</u></p> <ul style="list-style-type: none"> <li>- Enable Teaching Assistants (TAs) to support and foster Independence and raise confidence when supporting pupils with high needs.</li> <li>- Achieve Silver Attachment Award</li> </ul>	<p>EEF: Deployment of Teaching Assistants  <a href="https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf">https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf</a></p>	<p>1</p>

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

Budgeted cost: £15,957.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. <u>Prioritise and support staff well-being through targeted initiatives and resources:</u></p> <ul style="list-style-type: none"> <li>- Audit support and offer further adaptations in light of audit</li> <li>- Review and update key policies</li> </ul>	<p>On the outcomes of teacher wellbeing: a systematic review of research:  <a href="https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1205179/full">https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1205179/full</a></p>	<p>1</p>
<p>2. <u>Enhance parental engagement to strengthen home-school partnerships:</u></p> <ul style="list-style-type: none"> <li>- Continue to develop effective home/school partnership</li> <li>- Review use of technology platforms to communicate</li> </ul>	<p>EEF: Working with Parents to Support Children's Learning  <a href="https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1764672285">https://d2fic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1764672285</a></p>	<p>1, 2</p>

with parents		
<p>3. <u>Develop children's understanding and ability to regulate their emotions and take proactive steps to look after their own wellbeing during unstructured time:</u></p> <ul style="list-style-type: none"> <li>- Improved children's understanding and ability to regulate emotions and look after their wellbeing – Zones of regulation, worry boxes, interventions, assemblies</li> <li>- Launch Opal Playtime Support – Audit, staff training and working parties</li> </ul>	<p>EEF: Metacognition and Self-Regulated Learning:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf</a></p>	1
<p>4. <u>Promote and reinforce the importance of good attendance and punctuality:</u></p> <ul style="list-style-type: none"> <li>- Review monitoring systems for attendance</li> <li>- Review Attendance with a focus on Pupil Premium</li> <li>- Follow up any unexplained absences in nursery (New EYFS Statutory Framework 2025)</li> </ul>	<p>Why Attendance Matters More Than Ever: Exploring the DfE's 2025 Research Priorities  <a href="https://astarattendance.com/why-attendance-matters-more-than-ever/#::~:~:text=Attendance%20is%20for%20more%20than,and%20progress%20into%20fulfilling%20employment.">https://astarattendance.com/why-attendance-matters-more-than-ever/#::~:~:text=Attendance%20is%20for%20more%20than,and%20progress%20into%20fulfilling%20employment.</a></p>	2
<p>5. <u>Ensure inclusion in enrichment activities for all children</u></p> <ul style="list-style-type: none"> <li>- Access to clubs for all PPG children</li> <li>- Subsidies for all school trips for PPG chn</li> <li>- Home Learning club for all PPG children</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a></p>	1, 2

**Total budgeted cost: £ 127,260**



Outcome 1: 1. Children's low self-esteem and lack of resilience in learning: Emotional well-being strategies embedded so that PPG pupils are ready to learn

At Grand Avenue, we invest highly in supporting the mental health needs of our pupils. Children have access to ELSA, drawing and talking and therapy dog support as well as a well-equipped sensory room and daily sensory circuit sessions. A team of children across Key Stage 2 have been trained as Mental Health Ambassadors and every classroom has a 'what I want my teacher to know' box where the children can record any concerns they may have. There is a strong focus across the school on the use of Zones of Regulation; the children are taught how to use the zones to help them to identify their emotions and then how to react appropriately to their feelings. Each classroom has the 'zones' as an interactive display. This approach has helped the children be more ready to learn and to signpost them to where they can seek help if they need to.

Disadvantaged children at Grand Avenue describe the school as a being a "happy", "exciting", "safe" and "positive" school. They enjoy their learning as "[their] teachers teach us well and make it fun" and their lessons help them as "they want to get a good job". When they are finding their learning difficult, they say they are able to ask their partner, table and the adults in the room for help or use resources, like a multiplication grid, to help them. Children cite that sessions like Talking and Drawing and Socialeyes help them with understanding their feelings and cite groups like 'Pre-teach Maths' as a way they have been able to learn things they need for the classroom. A lot of the children said that these interventions have helped them if they get "stuck in lessons". If worried about something, all children were able to name an adult that they would talk in in school.

Parent survey in February 2025 (see below) showed a similar result to the pupil voice carried out. Key positive outcomes showed the following:

- **Strong Community Feel:** The school is recognised for its strong sense of community and inclusivity. This positive atmosphere contributes to the overall behaviour of students, making them generally happy and engaged.
- **Caring and Committed Staff:** Teachers and staff at Grand Avenue are described as caring, committed, and supportive. This nurturing environment helps promote positive behaviour among students.
- **Safe and Nurturing Environment:** The school is generally seen as providing a safe and nurturing environment, which is crucial for encouraging good behaviour.
- **Supportive Leadership:** The new leadership team is open to feedback and treats parents as teammates. This inclusive approach fosters a respectful and cooperative atmosphere, positively influencing pupil behaviour.
- **Mental Health Curriculum:** By incorporating mental health education, the school addresses students' emotional and behavioural well-being, promoting a balanced and respectful school environment.
- **Inclusive and Accessible Culture:** Grand Avenue maintains an inclusive culture with a focus on accessibility, celebrating individual achievements and creating a collegial environment that supports positive behaviour.

Overall the comments suggest that our strong community, caring staff and supportive leadership creates a positive behavioural environment for its pupils.

<b>Statement</b>	<b>Agree/strongly agree</b>
My child is happy at this school	94.07%
My child feels safe at this school	94.87%
The school makes sure its pupils are well behaved.	94.01%
When I have raised concerns with the school they have been dealt with promptly.	92.38%
My child has SEND and the school gives them the support they need to succeed.	93.54%
The school supports my child's wider personal	86.44 (an additional 7.63% said they didn't

development and well-being.	know)
I would recommend Grand Avenue Primary & Nursery School to another parent.	98.29%

This year, as a school, we have developed our pedagogy in our maths lessons by ensuring that lessons revolve around using concrete resources and 'anchor tasks' where rich discussion is promoted and fostered. By working collaboratively on mathematical tasks, we have seen an increase in children's engagement and reasoning across all years. Learning walks identified good engagement and effective planning to engage and motivate children. Where quality first teaching was strongest, the more positive effect it had on the PPG children as evidenced in learning walks.

In the Early Years, we have promoted emotional regulation skills. Through the teaching of the Zones of Regulation and the use of Emotion Coaching the children have developed a greater understanding of the way they are feeling. Children often communicate this to their teachers by indicating what 'zone' they are in and are beginning to identify how they can help themselves return to the green zone. This improved emotional awareness is evident in our GLD data which shows that 91.7% of PPG pupils achieved the Early Learning Goal for their Personal, Social and Emotional development in all sub-areas; Managing Self, Building Relationships and Self-Regulation.

Building on our success with our work with the 'behaviour hub', we have continued our work on our behaviour strategy and policy. Through working on embedded the 5 Grand Rules and Reward and Consequence ladders across the school, this has strengthened the children's understanding of expected behaviours. The children's understanding of how they should behave at school and what will happen if they show positive or unexpected behaviours has increased to 94% in Spring 2025 from 86.6% in Summer 2024. This work has also led to a noticeable increase on how many of the children state that they feel like they belong at Grand Avenue, rising from 52.3% in Summer 2024 to 70.8% in Spring 2025.

*Outcome 2: 2. Poor attendance leading to missed learning: the attendance gap between disadvantaged pupils and non-disadvantaged pupils continues to diminish.*

	24-25	23-24
FSM	91.4%	91.7%
Non FSM	96.2%	95.9%

#### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	84	91.9%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	88	90.8%	92.0%	Close to average	Relative decline	-
2022/23 (3 term)	85	91.2%	91.6%	Close to average	Relative decline	-

Although mostly in-line with National Distribution Banding, the attendance of pupil premium children in comparison with the non-pupil premium remains a focus. In light of this, we are identifying this as a key area of improvement.

The current action plan for attendance and ways forward is being reviewed and new steps put into place to help to bridge the current gap.

*Outcome 3: 3. Lower engagement from PPG parents: Strong school-parental relationships and build lasting partnerships with all our families.*

Our parent-teacher consultations are well-attended. Appointments were made by 92.4% of PPG

parents with 95.3% of those parents being in attendance at the meetings (attendance of non-PPG parents was 96.7%). Teachers made alternative appointments (either in person or on the telephone) with those who did not book an appointment or attend.

Despite promotion, it has been observed that our parent workshops, particularly the 'welcome to Year\_' ones – which are held in the evenings - have lower attendance amongst the PPG parents in comparison to those who do not receive PPG. Our next step is to hold these workshops at a different time during the day, e.g. after drop off/pick up, to help to improve attendance.

*Outcome 4: 4. Additional needs: Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.*

#### **Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
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2023	14	43%	44%	Close to average (non-sig)	66%	-23	Not available	-

*KS2 data*

Analysis of the data for disadvantaged pupils, looking at reading, writing and maths individually, shows that there is a difference between the school disadvantaged pupils results compared to national disadvantaged. However, the data is not recognised as significant due to low number of disadvantage pupils within the cohort (10 pupils). The current action plan targets address this finding.

#### **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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc Spelling programme	Oxford Owl
NELI	Nuffield Early Literacy Intervention
Doodle Learning	Doodle Learning
Times Tables Rockstars	Maths Circle Ltd
White Rose Maths	Trinity Mat
Numbots	Maths Circle Ltd
Nessy	Nessy Learning