



Pupil premium strategy statement

Article 29: The right to an education that develops a child's personality, talents and mental and physical abilities to their fullest potential. The right to "Be the best you can be"

This statement details our school's use of pupil premium funding to help improve the attainment of our PP 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	Unity Community Primary
Number of pupils in school	372 (10/24) 362 (10/25)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	16.10.2025
Date on which it will be reviewed	October 2026
Statement authorised by	Keith Smith
Pupil premium lead	Jude Lee
Governor / Trustee lead	Rebecca Gibbons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,859
Total budget for this academic year	£286,674

Part A: Pupil premium strategy plan

Statement of intent

The intent in our use of the pupil premium grant is to improve a range of outcomes for pupil premium learners;

- Narrow the attainment gap between PP pupils and non PP pupils
- Increase social and emotional well-being of PP pupils
- Increase attendance and punctuality levels of PP pupils
- Increase access to enrichment experiences for PP pupils

The key areas of need identified across the school within the PP cohort includes speech and language levels in EYFS, reading and phonics in KS1 and writing in KS2 and emotional wellbeing across the school but particularly in KS2.

Challenges

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

Challenge number	Detail of challenge
1	Academic Performance On entry to school our disadvantaged pupils arrive well below age related expectations. This gap results in children being behind their peers academically and as a result, reaching their potential is significantly more challenging. This has also been seen nationally. This disadvantage is compounded at Unity by high levels of early stage EAL, high levels of SEN and high levels of transience
2	Oracy On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. Pupils receiving PP are twice as likely to be below the expected language standard at age 11. This then impacts on their life chances
3	Mental Health and Wellbeing Children from disadvantaged backgrounds are more likely to have SEMH needs and poor wellbeing which then impacts on children's readiness to learn.
4	Attendance Attendance is vital for children to achieve their full potential. Internal and national data shows attendance of disadvantaged children to be lower than that of their peers. This then results in missed learning opportunities, creating further gaps in academic performance.
5	Wider Opportunities High levels of deprivation lead to a lack of wider experience Children from disadvantaged backgrounds have often had less experience or opportunities for enrichment than more affluent peers outside of school. This has resulted in children not having the range of language and experience to support their

	language development and their academic achievement, resulting in the gap between them and their more advantaged peers increasing.
6	Parent engagement Parent engagement with school to support children to achieve their potential can be a challenge. Lower levels of Parental Engagement in disadvantaged groups leads to limited home learning. This is compounded by a lack of IT/resources at home and low levels of English language in parents

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
Accelerate progress and raise attainment of PP cohort	Gap between PP children and all children at Unity is narrowed/closed. The gap between Unity PP children and PP children nationally is narrowed/closed
Improve the oracy skills of all children	There is no difference in the oracy skills of PP children compared to their peers at Unity
Improve the mental health and wellbeing of PP children	PP children will be appropriately supported to feel safe and secure in school and thus ready to learn. There will be fewer recorded behaviour incidents for PP children Leuvens scales will show a higher level of engagement and satisfaction of PP children
Improve the attendance of pupil premium children	The attendance of PP children is increased to national average levels (96%). The number of PP children who are Persistently absent (PA) is reduced to below 10%
Improve access of pupil premium children to enriching, wider experiences.	All children in Y6 will experience a rural, residential trip. Teaching and learning will be engaging and motivating and accessible for all – no cost to PP children . This will improve their language and engagement levels
Improve access to remote learning for PP children so they will have use of a device to access home learning. Parents language levels will be improved and they will support their children in remote learning	Language and IT classes for parents will mean all PP children are supported in home learning. All PP pupils will have access to a device for home learning.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£120,052**

Activity	Intended Impact	Challenge number(s) addressed
Voice 21 Oracy training for all staff - release £10,000	Oracy is embedded throughout the curriculum which will lead to improved oracy skills and improve academic attainment and wellbeing. Effective Professional Development EEF	1, 2, 3 and 6
Additional supply staff to deliver booster classes for PP children Support for reading in Reception KS2 Booster classes £45,079	Improved attainment for all PP children at statutory data points	1
Additional TLR payments for core subject leads £10,581	Subject leads enhance teaching and learning, coaching staff in delivering effective lessons. This will lead to improved outcomes in Reading, Writing and Science Focus4TAPS 2025-2026 primary science 3-day course.	1,2,
Maintain an additional SEN classroom (The Hive) with high ratio of staff for high level of SEN need in Early Years Staff costs: £54,392	Provide foundation curriculum tailored to PP children with high levels of SEN to accelerate progress and reintegrate children into their classes. This will improve their access to learning and minimise the disruption to learning for others. Teacher in Hive supported to access appropriate training	1,2,3,4

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

Budgeted cost: **£53,965**

Activity	Intended Impact	Challenge number(s) addressed
Reading intervention TA £33,864	Accelerate progress and develop reading and language skills to boost attainment and improve academic outcomes for targeted PP children	1, 2, 3
Teaching Assistant in the Hive £20,101	Provide individualised support and structured interventions for children with high level of SEND allowing them to access education	1,2,3,4,5,

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

Budgeted cost: **£107,000**

Activity	Intended Impact	Challenge number(s) addressed
Family Support Worker £37,355	Improve whole school attendance and reduce persistent absence. Increase children's engagement in remote learning through the delivery of IT support and language classes for parents	3, 4, 5, 6
Nurture Staff £36,302	Allow PP children with SEMH to develop self-regulation and social skills which will improve their access to the curriculum and minimise disruption to the learning of others. Learning Toolkit rated +4	1, 2, 3, 4
Forest School provision £12,000	Engage Y2, Y4 and Y6 children in outdoor learning leading to improve wellbeing and academic outcomes.	1,2,3,4,5
Provide more enrichment activities Ghyll Head: £15,000 Music Tuition: £3,000 Art commission: £3,000 Subsidise educational visits and visitors: £6,000 Total £27,000	Widen PP children's experiences leading to greater vocabulary and impact on wellbeing and language.	4, 3, 1, 2

Total budgeted cost: £ 281,017

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£106,000**

Actual Spend: **£119,549**

Activity	Intended Impact	Review
Teaching support; Senior Leaders supporting across all classes £30,000	Enhance teaching and learning in classes, deliver interventions and raise attainment for PP children	Actual spend: £28,067 In FSP: 69% of PP children achieved GLD compared to 52% non-disadvantaged. Phonics: 71% of PP children at Unity at expected standard. This is above local and national scores for PP children.
Set up an additional classroom (The Hive) with high ratio of staff for high level of SEN need in Early Years Staff costs: £47,000 Set up costs: £5,000	Provide an individual curriculum tailored to PP children with high levels of SEN to accelerate progress and children are reintegrated into their classes. This will improve their access to learning and minimise the disruption to learning for others	Actual spend: £65,660 Two children who accessed the Hive throughout their Reception year have been successfully integrated back into their class. All children in the Hive made significant progress in their learning in this calmer environment providing a foundation curriculum.
Additional SENCo for 2 days to manage the workload of SEND; set up and coordinate the Hive £24,000	All PP pupils with SEND are appropriately supported and achieving at similar rates to their peers	Actual spend: £25,822 The setting up of the Hive was a success and those SEN children made good progress. A&P report shows that SEN children are making at least expected progress and the gap with their attainment gap with their peer is closing.

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

Budgeted cost: **£20,000**

Actual spend: **£21,044**

Activity	Intended Impact	Review
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Neli language intervention- train 2 x EYFS staff to deliver groups across Reception £20,000	Accelerate progress and develop language to boost attainment and improve academic outcomes for targeted PP children	2 members of staff were trained in NELI and spoke positively on the impact that had on the children involved in the intervention. Only one set of children accessed the intervention due to staffing issues. There was no charge for attending the training due to our deprivation indicators.
Additional Teaching Assistant to provide one-to-one support for children in the Hive £21,000	Provide individualised support and structured interventions for children with high level of SEND	Actual spend: £21,044 The PP children accessing the Hive were able to be included in learning activities in a mainstream school and made progress in their development of communication skills

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

Budgeted cost: **£89,953**

Actual spend: **£100,318**

Activity	Intended Impact	Review
Family Support Worker £35,000	Improve whole school attendance and reduce persistent absence. Increase children's engagement in remote learning through the delivery of IT support and language classes for parents	Actual Spend: £35,805 The FSW had significant impact on attendance with PP children having lower absence than local and national disadvantaged children. PP children at Unity still have higher absence rate than their non-disadvantaged peers. This is clear in PA figures also with 20% PA amongst disadvantaged children compared to 9% for non-disadvantaged. This continues to be a justifiable spend to improve attendance, lower PA rates of PP children
Nurture Staff £36,000	PP children with SEMH to access Nurture provision, this will improve their access to the curriculum and minimise disruption to the learning of others. Learning Toolkit rated +4	Actual Spend: £37,033 Staff working on PP children's SEMH need has impacted positively on the children, allowing them to focus more in lessons and also minimising the disruption to other children's learning.
Forest School provision £12,000	Engage Y2, Y4 and Y6 children in outdoor learning leading to improved wellbeing and academic outcomes.	Actual Spend: £10,220 Evaluation of the sibling and targeted groups showed improvement in engagement and attainment for the PP children that took part
Provide more enrichment activities	Widen PP children's experiences leading to	Actual Spend: £17,260

Ghyll Head: £12,000 Music Tuition: £3,000 Art commission: £3,000 Subsidise educational visits and visitors: £6,000 £24,000	greater vocabulary and impact on wellbeing and language.	Ghyll Head trip for all Y6 took place September 2024 – this had impact on the well being and development of the whole cohort which can be demonstrated by their improved SATs outcomes. The subsidy of art commission, music tuition and educational visits and visitors gave PP children the same access to wider experiences as all other children, building their cultural capital. A valid use of PPG
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Total budgeted cost: £ 253,770

Total Actual Spend: £240,911

Carry forward to 2025-26 spend: £12,859

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
Forest School	Manchester Forest School
Voice 21 Oracy Education	Voice 21 Education Charity
Early Years Teacher Status	Bright Futures SCITT
Focus4TAPS – Science course	Manchester University