



## Ironville & Codnor Park Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025/26 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 (current)

Detail	
School name	Ironville and Codnor Park Primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	66%
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026 and July 2026
Statement authorised by	Jane Grundy (Headteacher)
Pupil premium lead	Lisa Bowler (Deputy Headteacher)
Governor / Trustee lead	Debi Maddocks (Chair of Governors)

### Funding overview (based on October 2024 census)

Detail	Amount
Pupil premium funding allocation this academic year	£151,500
Recovery premium funding allocation this academic year	None finished
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£151,500



## Part A: Pupil premium strategy plan

### Statement of intent

#### ***Addressing our identified challenges (as detailed on p.3)***

Our intention is for all disadvantaged pupils in our school to achieve or exceed nationally expected progress rates. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Furthermore, the strategy aims to improve our disadvantaged pupils' health and wellbeing, in order for wider barriers to learning, attendance and behaviour to be overcome at the earliest possible stage.

High-quality teaching sits at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

#### ***Achieving our intended outcomes (as detailed on p.4/5)***

The range of provision we make for this group include (and would not be inclusive of):

- Insisting on high standards of behaviour at all times of the school day.
- Providing a curriculum that is well-sequenced, coherent and rigorous.
- Ensuring all teaching practice is 'Highly Effective' (as per the criteria found in the Trust '7 Elements Framework.'
- Reducing class sizes in order to increase opportunities for effective oral feedback.
- Delivering targeted small group interventions, one to one interventions and catch-up sessions.
- Providing behaviour support from external agencies and organisations.
- Facilitating a range of emotional support including ELSA, Nurture and Positive Play.
- Focusing on, and improving, the attendance of persistent absentees and persistent late attendees.



## Challenges

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

Challenge number	Detail of challenge
1	<p>'Communication and Language' are low. Many children have a severely depleted vocabulary.</p> <p>Baseline scores, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Teacher assessments indicate that phonics, reading, writing and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last three years, 100% of our disadvantaged pupils arrive below age-related expectations.</p>
3	<p>Complex home lives can lead to poor parental engagement. Around 52% of our pupils are considered 'vulnerable', living in homes where there are complex challenges including neglect, mental health difficulties, addiction, domestic abuse, poverty and children who have suffered from ACEs. The situation is being made worse by the current cost of living and fuel crises.</p>
4	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and is impacting negatively on the progress of our disadvantaged pupils.</p> <p>Last year 13% disadvantaged pupils were 'persistently absentees' compared to 1% non-disadvantaged.</p> <p>Last year 94% disadvantaged pupils were 'absent' compared to 97% non-disadvantaged.</p>
5	<p>100% of the pupils who display challenging behaviour in or around school and receive funding for emotional and behavioural support are disadvantaged pupils.</p>
6	<p>To further broaden the horizons and rich and varied experiences of our disadvantaged pupils that their more advantaged peers might have.</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
Increased oral language skills and vocabulary among our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate enhanced spoken language ability among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, debates, drop ins and ongoing formative assessment.</li> </ul>
Improved whole school Pupil Premium attainment figure, compared with the figure from the previous academic year.	<ul style="list-style-type: none"> <li>Whole school reading attainment for disadvantaged pupils will be at least 55% by the end of the academic year.</li> <li>Whole school writing attainment for disadvantaged pupils will be at least 50% by the end of the academic year.</li> <li>Whole school mathematics attainment for disadvantaged pupils will be at least 45% by the end of the academic year.</li> <li>Whole school combined attainment for disadvantaged pupils will be at least 40% by the end of the academic year.</li> <li>Phonics for disadvantaged pupils will be at least 67% by the end of the academic year in line with national.</li> </ul>
Improved the combined attainment score in all year groups from the previous year for our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve their targets, so that more children achieve combined in each year group.</li> </ul>
Achieve and sustain good attendance for all pupils, particularly our disadvantaged pupils.	<p>High levels of attendance, demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for disadvantaged pupils is in line or above non-disadvantaged pupils and at least 95%.</li> <li>the percentage of disadvantaged pupils who are persistently absent is in line or below that of non-disadvantaged pupils and is below at least 10%.</li> </ul>



<p>Achieve and sustain positive attitudes to learning from all pupils, particularly our disadvantaged pupils.</p>	<p>Reduction in incidents of poor behaviour, demonstrated by:</p> <ul style="list-style-type: none"> <li>• the number of reds on the behaviour chart is less than the number recorded in 2024-2025.</li> <li>• Pupils are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically.</li> </ul>
<p>Increased enrichment opportunities for our disadvantaged pupils and ensure our wider curriculum exposes these pupils to a range of experiences.</p>	<ul style="list-style-type: none"> <li>• Provide every Year Five and Two pupil with Whole Class Ensemble Teaching, including stringed instruments.</li> <li>• Deliver a minimum of one offsite visit in each class, which Pupil Premium pupils will be able to attend, regardless of financial situation.</li> <li>• Run at least 30 after school clubs over the year; ensuring that at least 90% of children who attend are pupil premium.</li> <li>• Provide every Year Four to Six child with the opportunity to go on a free residential visit.</li> <li>• Provide opportunities for all to visit a non-Christian place of worship.</li> <li>• Provide an opportunity for all Year Six to visit a university establishment to inspire further educational aspiration and ambition.</li> </ul>



## 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.

### 1) Teaching (for example, CPD, recruitment and retention)

£46,257.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1. Reduce class sizes to allow for single year groups to be taught in mathematics to provide Quality First Teaching.	<p><i>Reducing class size: EEF T&amp;L toolkit impact size = +1 month</i></p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	1, 2 and 5
1:2. Quality oral feedback: Maximise effective feedback in order to redirect or refocus the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	<p><i>Feedback: EEF T&amp;L toolkit impact size = +6 months</i></p> <p>Key findings by EEF, indicate that providing effective feedback is well-evidenced for having a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve and studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	2
1:3. Provide English and Mathematics subject leads with additional release time for observing, mentoring and coaching. Investment in NPQSL to strengthen leadership and raise standards.	<p><i>EEF's guide to the pupil premium, the tiered approach, high-quality teaching for all is the top priority</i></p> <p>It recommends that teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention</p>	1 and 2



<p>1:4. Deliver weekly Forest School sessions with our EYFS and Shining Start class.</p>	<p><i>Oral language interventions: EEF T&amp;L toolkit impact size = +6 months</i></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1 and 6</p>
<p>1:5. Continue to deliver a Department for Education validated Systematic Synthetic Phonics programme to secure highly effective phonics teaching throughout Reception and Year One.</p> <p>Provide reading bags on entry to raise the profile of phonics and reading.</p>	<p><i>Phonics: EEF T&amp;L toolkit = +5 months</i></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>2</p>
<p>1:6. Provide the SENCO with dedicated time to support and train teaching assistants.</p>	<p><i>EEF's guide to SEND: recommendations three, four and five</i></p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Furthermore, pupils with SEND are more than twice as likely to be eligible for free school meals.</p>	<p>1 and 2</p>
<p>1:7. Train and deliver daily reading fluency and reading comprehension across school.</p> <p>This will include targeted reading aloud and book discussion with young children and the use of structured questioning to</p>	<p><i>Reading Comprehension: EEF T&amp;L toolkit = +7 months</i> <i>Oral language interventions: EEF T&amp;L toolkit = +6 months</i></p> <p>Pikulski and Chard (2005) described fluency as a bridge from word recognition accuracy to text comprehension.</p> <p>EEF states that 'successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge'.</p>	<p>1 and 2</p>



<p>develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.</p>	
<p>1:8 Train staff and deliver metacognition approaches, to enable children to think about their own learning more explicitly and teach strategies for them to plan, monitor and evaluate their own learning.</p>	<p>Metacognition: EEF T&amp;L toolkit = +8 months</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. In particular, when teachers promote and develop metacognitive talk related to lesson objectives.</p>	2
<p>1:9 Embed 'Table Stick' sessions to encourage children to articulate their mathematical reasoning, promoting the use of mathematical language in the classroom.</p>	<p>Oral interventions: EEF T&amp;L toolkit = +6 months Metacognition: EEF T&amp;L toolkit = +8 months</p> <p>Tables Stick focuses on strategy based learning, helping children make sense of times tables by building on what they already know. This practical approach highlights mathematical patterns and connections, making times tables meaningful and locking facts into long-term memory.</p>	2
<p>1:10 Train an Oracy Lead and Reading Champion to implement oracy practices across school</p>	<p>Oral interventions: EEF T&amp;L toolkit = +6 months</p> <p>Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2
<p>1.11 Train EYFS team to deliver high quality communication and language through socially meaningful interactions using the ShREC approach and strategies.</p>	<p>Oral interventions: EEF Early Years toolkit = +7 months</p> <p>All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	2



<p>1.12 Develop children's number sense' using mathematical games including computer games or play activities involving counting or using other mathematical language.</p>	<p><i>Early Numeracy approaches: EEF Early Years toolkit = +7 months</i></p>	<p>1 and 2</p>
<p>1.13 Encourage active outdoor play or integrating physical development approaches with other early years activities.</p>	<p><i>Physical Development approaches: EEF Early Years toolkit = +5 months</i></p> <p><i>Play-based learning: EEF Early Years toolkit = +4 months</i></p> <p>Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p> <p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning and that integrating physical development activities in other areas of the early years curriculum can be beneficial.</p>	<p>2 and 5</p>



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

£44,556.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2:1 Deliver small group English and Mathematics catch up interventions, led by teaching assistants.</p> <p>Operate a 'Shining Start' provision for pupils with higher level needs – EYFS to Key Stage One.</p> <p>Operate a 'Nest' provision for pupils with higher level needs – Key Stage Two.</p>	<p><i>Teaching Assistant interventions: EEF T&amp;L toolkit impact = +4 months</i></p> <p><i>Behaviour interventions: EEF T&amp;L toolkit impact +4 months</i></p> <p><i>Individualised Instruction: EEF T&amp;L toolkit impact +4 months</i></p> <p>Research suggests well-evidenced interventions, targeted at pupils that require additional support, can help previously low attainers overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not: 'The most common reason for exclusion is persistent disruptive behaviour....Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills'.</p>	2, 3 and 5
<p>2:2 Offer a before-school 'Times Table Rockstars' club, targeted at Year Four and Five pupils.</p> <p>Alongside a targeted lunchtime club.</p>	<p><i>Individualised instruction: EEF T&amp;L toolkit impact = +4 months</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum.</p>	2
<p>2:3 Provide cover to enable teachers to deliver small group</p>	<p><i>Small Group tuition: EEF T&amp;L toolkit impact =+4 months</i></p>	2



<p>tuition for Year Six pupils.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
-------------------------------------	--	--



<p>2:4 Offer additional reading sessions for Year Two pupils, led by x10 UFA trained Peer Tutors in Year Five pupils.</p>	<p><i>Peer tutoring: EEF T&amp;L toolkit impact +6 months</i></p> <p>Studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics.</p>	<p>2</p>
<p>2:5 Provide language interventions – Speech and language Therapy (SALT) and Nuffield Early Language Intervention (NELI), alongside an Early Language Friend (ELF).</p>	<p><i>Oral language interventions: EEF T&amp;L toolkit impact size = +6 months</i></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1</p>
<p>2.6 Deliver a 'Reading for Pleasure' project with mid-day supervisors providing 1-1 reading sessions.</p>	<p><i>Reading Comprehension: EEF T&amp;L toolkit = +7 months</i>  <i>1-1 tuition: EEF T&amp;L toolkit = +5 months</i></p> <p>EEF states that 'successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge'.</p>	<p>1 and 2</p>



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

£61,070.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3:1 Employ a Family Support Worker to lead on attendance with the Office Administrator.</p> <p>Task the Family Support Worker and Office Administrator to embed the principles of good practice set out in the DfE's 'Working together to improve school attendance'.</p> <p>Family Support Worker to deliver 'Drawing and Talking' therapy in order to target ways to address anxiety and distress.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>3:2 Embed the attendance reward scheme.</p>	<p><i>Parental Engagement: EEF T&amp;L toolkit impact +4 months</i></p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their Pupils' learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>4</p>
<p>3:3 Continue to provide specialist music provision Years Five/Six pupils.</p>	<p><i>Arts Participation: EEF T&amp;L toolkit impact +3 months</i></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	<p>6</p>



<p>3:4 Employ Family Resource Worker to support parents and carers with a wide range of issues and to signpost to relevant services.</p> <p>Implement the recommendations from the EEF's 'Working with Parents to Support Pupils' Learning' guide.</p>	<p><i>Parental Engagement: EEF T&amp;L toolkit impact +4 months</i></p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their Pupils' learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>3</p>
<p>3:5 Employ a Specialist teaching and learning assistant to run social and emotional programmes.</p>	<p><i>Social and emotional learning: EEF T&amp;L toolkit impact +3 months</i></p> <p>Evidence suggests that Pupils from disadvantaged backgrounds have weaker SEL skills than their more affluent peers, with lower SEL skills linked to poorer mental health.</p> <p>Programmes for students with particular social or emotional needs can help them understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>3, 4 and 5</p>
<p>3:6 Offer a wide range of after school clubs.</p>	<p><i>Homework: EEF T&amp;L toolkit impact +5 months</i></p> <p><i>The value of after school clubs for disadvantaged children   Case Study   Nuffield Foundation</i></p> <p>Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, etc.</p>	<p>6</p>
<p>3:7 Continue to provide enrichment activities to targeted children who display challenging behaviour in or around school.</p>	<p><i>Social and emotional learning: EEF T&amp;L toolkit impact +3 months</i></p> <p>Evidence suggests that Pupils from disadvantaged backgrounds have weaker SEL skills than their more affluent peers, with lower SEL skills linked to poorer mental health.</p> <p>Programmes for students with particular social or emotional needs can help them understand and</p>	<p>5</p>



	engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
3:8 Provide incentives for prompting good behaviours such as <ul style="list-style-type: none"> <li>- Integrity award</li> <li>- Platinum prizes</li> </ul>	<p><i>Behaviour interventions: EEF T&amp;L toolkit impact +3 months</i></p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour... Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	5
3:9 Train and deliver restorative practices to strengthen relationships and repair harm, focusing on dialogue and accountability.	<p><i>Metacognition and self-regulation: EEF T&amp;L toolkit = +8 months</i></p> <p>Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress.</p>	1 and 5
3.10 Build a culture of community and belonging (University Scottholme)	<i>EEF Supporting School Attendance</i>	4 and 6

**Total budgeted cost: £151 500**

**Externally provided programme**

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
CPOMS Safeguarding and Wellbeing solution	CPOMS
Times Table Rockstars	Bruno Reddy/Maths Circle Ltd.
White Rose Mathematics	White Rose Education



'The Write Stuff': Transforming the Teaching of Writing –annual subscription	Jane Considine
Bug Club Phonics	Pearson
Language Angels	Language Angels
Developing Experts	Developing Experts
Kapow Music	Kapow
Kapow DT	Kapow
Sonar Tracker	Juniper Education
Spelling Frame	Spelling Frame
Picture News	Picture News
Purple Mash	Purple Mash
Widget Online	Widget