

Pupil premium strategy statement

School overview

Detail	Data
School name	Three Peaks Primary Academy
Number of pupils in school	410 (380 exc Nursery)
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Penn-Bourton
Pupil premium lead	Richard Penn-Bourton
Governor / Trustee lead	Nimish Lad (AIB Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,740
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	£175,740

Part A: Pupil premium strategy plan

Statement of intent

At Three Peaks Primary Academy, we hold a firm belief that every child, regardless of their starting point or personal circumstances, should have the chance to make excellent progress, achieve ambitious outcomes, and experience a broad range of enrichment opportunities. As part of the Community Education Trust (CET), we are committed to fostering ambition, equity, and opportunity for all pupils, enabling them to set meaningful goals and realise their potential.

Our Pupil Premium strategy is designed to ensure that pupils facing disadvantage receive the focused support they need to flourish academically and socially. Our ambition is for disadvantaged pupils to achieve strong outcomes, make sustained progress, and access opportunities that broaden their horizons and life chances. We aim to close the attainment gap between disadvantaged and non-disadvantaged pupils so that all are well prepared for the next stage of education and future success.

Our Approach

Our work is grounded in high-quality teaching and a carefully designed curriculum. In addition, every pupil benefits from:

- A caring and supportive ethos, reinforced by a Behaviour and PSHE curriculum that promotes mental, emotional, social, and physical wellbeing.
- A structured pastoral framework, ensuring timely access to support and embedding restorative and solution-focused practices throughout our school culture.

We adopt the Education Endowment Foundation's tiered approach:

1. **High-Quality Teaching** – Every pupil is taught by highly skilled practitioners, with staff continually developing their expertise through ongoing professional learning.
2. **Targeted Academic Support** – Bespoke interventions, including 1:1 sessions, small group work, and pre- and post-teaching, informed by robust assessment and gap analysis.
3. **Wider Strategies** – Enrichment opportunities that enhance cultural capital, such as arts, music tuition, and wider cultural experiences.

Guiding Principles

- Prioritise ongoing professional development to ensure consistently high-quality teaching.
- Maintain ambitious expectations for every pupil.
- Adopt evidence-based, data-informed practices to identify and meet individual needs.
- Implement targeted interventions and rigorously track their impact.
- Offer diverse enrichment experiences to inspire ambition and increase engagement.

We will evaluate impact through:

- Analysis of progress and attainment data at regular termly intervals.
- Feedback from pupils and their participation in enrichment opportunities.
- Monitoring of attendance patterns and behaviour trends.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils and their families indicate under-developed language skills and vocabulary gaps. These are evident from Reception through to Key Stage 2 and, in general, are more prevalent among our disadvantaged pupils.
2	Internal data analysis shows that some disadvantaged pupils can be achieving better in reading, writing and mathematics.
3	Data identifies that the levels of attendance of disadvantaged pupils falls below that of their non-disadvantaged peers.
4	Observations and discussions with pupils and the peers identifies that disadvantaged pupils have less access to good quality reading materials and other educational opportunities in the home and local environment
5	Internal data, observations and discussions with pupils and their families identifies lower rates of parental engagement for disadvantaged pupils in home / school learning activities.
6	Internal assessment, observation and discussions with pupils and their families indicates that disadvantaged pupils have less access to ICT equipment at home.
7	Internal data, observations and interactions with the families of disadvantaged pupils identifies a greater need for support from external agencies with regard to wellbeing, family support and safeguarding.

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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of Year 6 particularly in reading, writing and maths.	Disadvantaged pupils make at least expected levels of progress from their starting points in Reading, Writing and Maths. The gap between disadvantaged pupils and their peers in reading, writing and maths will reduce.
Improved progress and attainment among disadvantaged pupils in phonics.	Disadvantaged pupils make at least expected levels of progress from their starting points in phonics. The gap between disadvantaged pupils and their peers in reading, writing and maths will reduce.
Improve attendance amongst disadvantaged pupils.	Increase attendance rates for all disadvantaged pupils to at least that of their peers.

	<p>Persistent absence among disadvantaged pupils falls below national average.</p> <p>Early intervention and family support records demonstrate timely and effective actions leading to improved attendance.</p> <p>Pupil and parent voice surveys reflect positive attitudes toward school and understanding of the importance of regular attendance.</p>
<p>Improved oral language skills and vocabulary amongst disadvantaged pupils in EYFS.</p>	<p>Assessments indicate that pupils with language and vocabulary difficulties will make significant progress from their starting points.</p> <p>Observations and formative assessments show significant improvement in sentence structure, vocabulary range, and clarity of expression.</p> <p>Pupil voice interviews demonstrate that disadvantaged pupils can confidently use subject-specific vocabulary and articulate ideas during discussions.</p> <p>Book scrutiny and lesson engagement confirm increased use of rich vocabulary in writing and oral contributions.</p>
<p>Greater participation of disadvantaged pupils in enrichment activities, fostering confidence, aspiration, and personal growth.</p>	<p>At least 70% of disadvantaged pupils participate in at least one enrichment club in an academic year.</p> <p>Year-on-year increase in participation rates for disadvantaged pupils, tracked through engagement logs.</p> <p>Pupil voice surveys indicate improved confidence, resilience, and aspiration, with at least 70% of disadvantaged pupils reporting positive impact from enrichment activities.</p> <p>Staff observations and reports show increased engagement and leadership roles in enrichment activities among disadvantaged pupils.</p>

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: £138,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-qualified and experienced teachers and TAs supplementing classroom teaching and delivering targeted support.</p> <p>Additional time allocated for TAs to plan, prepare resources, and deliver structured interventions.</p>	<p>EEF's Making Best Use of Teaching Assistants guidance stresses that TAs should supplement, not replace the teacher, and have the greatest impact when trained to deliver structured, evidence-based interventions.</p> <p>TAs are most effective when they use scaffolding strategies to build pupil independence. Research highlights that TA deployment should be planned, with clear roles, expectations, and alignment to classroom teaching.</p> <p>EEF recommends schools provide time for lesson preparation and feedback, ensuring TAs are briefed on concepts, intended outcomes, and feedback expectations.</p> <p>Planning time underpins high-fidelity intervention delivery, reducing variability and improving consistency. Structured preparation ensures interventions are aligned with classroom learning and responsive to pupil needs.</p>	1,3
<p>Teachers released for focused 1:1 and small-group tuition, incorporating PiXL therapies and diagnostic-led planning.</p>	<p>EEF Toolkit reports small-group tuition can deliver +4 months' progress per year, especially when targeted through diagnostic assessment and delivered by trained staff.</p> <p>EEF's Selecting Interventions guidance stresses structured, targeted interventions aligned with classroom teaching.</p> <p>Intervention Central outlines the Gradual Release of Responsibility model ("I do, we do, you do together,</p>	1,3

	<p>you do alone”), showing how release time enables teachers to model and scaffold learning effectively.</p> <p>Education Resource Strategies confirms small-group instruction is an effective Tier 2/3 support for early years in maths and reading.</p> <p>PiXL network schools demonstrate how PiXL Therapies use diagnostic assessment, targeted therapy sessions, progress testing, and review cycles to close gaps in learning.</p>	
Strengthening phonics teaching and curriculum to improve early reading and decoding skills across EYFS and KS1.	<p>Phonics approaches have a strong evidence base indicating a positive impact on word reading accuracy, particularly for disadvantaged pupils.</p> <p>EEF Toolkit rates phonics as high impact (+5 months) at very low cost when implemented systematically and with fidelity.</p> <p>DfE guidance recommends validated systematic synthetic phonics programmes for early reading success.</p>	1,4
Implementing Accelerated Reader from Year 2 to Year 6 to develop reading comprehension and foster independent reading habits.	<p>EEF guidance for KS2 literacy identifies the importance of teaching reading comprehension strategies through modelling and supported practice.</p> <p>Accelerated Reader supports independent reading, comprehension monitoring, and engagement, which research links to improved reading outcomes.</p>	2,5
Continuing delivery of Read Write Inc to embed systematic synthetic phonics through a DfE-approved programme	<p>EEF Toolkit confirms phonics as a high-impact, low-cost approach when delivered systematically.</p> <p>Read Write Inc is a DfE-validated programme, ensuring alignment with national standards and fidelity of implementation.</p>	1,4
Increasing provision of high-quality reading materials in classrooms, home reading packs, and the school library to promote reading for pleasure.	<p>Reading Framework: Teaching the Foundations of Literacy highlights the importance of high-quality books for storytime, book corners, and home reading.</p>	2,5

	Access to diverse texts fosters reading for pleasure, vocabulary development, and cultural capital.	
Enhancing EYFS role-play areas to develop oracy and vocabulary through adult modelling and interactive play.	EEF guidance for EYFS literacy stresses the importance of early language and vocabulary development. Role play with adult modelling supports oracy, social interaction, and narrative skills, which underpin later reading and writing success.	1,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing focused 1:1 and small-group teaching to address learning gaps in core subjects (Phonics, Reading, Writing, Maths) for pupils in Reception through Year 6.	EEF Toolkit reports small-group tuition can deliver +4 months' progress, and 1:1 tuition up to +5 months, particularly when aligned with classroom teaching and targeted through diagnostic assessment. Impact is maximised when interventions are delivered by trained staff and structured to complement core learning. PiXL and similar frameworks emphasise diagnostic-led planning and therapy cycles to close gaps effectively.	1,3,4
Enhancing early language development in EYFS through WellComm-based interventions and increased opportunities for purposeful talk and verbal interaction.	EEF Toolkit finds oral language interventions deliver +6 months' progress at very low cost when staff model vocabulary, structure talk, and use dialogic approaches. Targeted programmes (e.g., WellComm) accelerate language development when implemented with fidelity.	1,5

	Strong oral language skills underpin later reading and writing success, particularly for disadvantaged pupils.	
Providing a lunchtime homework club to enhance engagement and reduce homework-related challenges for pupils.	<p>EEF evidence suggests homework can add +5 months' progress (impact is smaller in primary than secondary), but primary impact improves when homework is linked to classroom learning and feedback is provided.</p> <p>Homework clubs help overcome barriers such as lack of quiet space or parental support at home.</p> <p>Structured homework support fosters independence and reinforces learning outside of lessons.</p>	2,5

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

Budgeted cost: £31,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards role of Inclusion Assistant Headteacher:</p> <ul style="list-style-type: none"> • lead on removing barriers to learning through external agency support, family engagement, and targeted attendance strategies. • Oversight of attendance and punctuality policies to improve disadvantaged pupils' attendance and engagement. 	<p>Recent DfE research (2025) confirms a strong positive link between attendance and attainment at KS2, even when controlling for prior attainment and pupil characteristics.</p> <p>EEF rapid evidence assessment on attendance interventions highlights that leadership capacity focused on attendance and family engagement improves outcomes.</p> <p>Clayton (2012) study emphasises the importance of proactive attendance strategies and family engagement.</p>	3,5
Contribution towards HLTA Implementing targeted strategies to develop pupils' metacognitive skills and emotional regulation, improving engagement and attainment.	<p>EEF evidence on metacognition and self-regulation shows high impact (+7–8 months) at very low cost when strategies are explicitly taught.</p> <p>Wellbeing interventions complement this by supporting emotional regulation and</p>	3,5

	readiness to learn, which are critical for disadvantaged pupils.	
Contribution towards attendance rewards specifically for disadvantaged pupils.	<p>Joseph Rowntree Foundation research shows cost-of-living pressures and hardship can depress attendance and engagement.</p> <p>Targeted attendance incentives can mitigate these barriers and encourage consistent school attendance.</p> <p>- Recent Joseph Rowntree Foundation reporting highlights the need for poverty-aware practices to support disadvantaged pupils.</p>	5
Subsidising enrichment, residential experiences and extra-curricular experiences to ensure equal access for disadvantaged pupils.	<p>Ofsted's School Inspection Update (Jan 2019) identifies that disadvantaged pupils often have less access to cultural capital.</p> <p>Joseph Rowntree Foundation research shows limited access to arts and enrichment activities for disadvantaged pupils.</p> <p>EEF Toolkit finds arts participation can positively impact attainment and engagement when implemented effectively.</p> <p>EEF research states enrichment approaches can directly improve pupils' attainment and engagement.</p> <p>Removing financial barriers ensures equal access to experiences that build confidence, resilience, and cultural capital.</p>	5
Improving staff understanding through Targeted CPD to enhance staff knowledge of safeguarding and social inequality, enabling effective support for disadvantaged pupils.	<p>Informed staff can better identify and address barriers to learning, ensuring timely interventions.</p> <p>CPD in safeguarding and social inequality equips staff to support vulnerable pupils effectively.</p>	3,5
Maintaining a flexible fund to address urgent needs and remove barriers to learning as they arise.	Based on school experience and similar contexts, a contingency fund allows rapid response to unforeseen needs, ensuring no pupil is disadvantaged due to sudden hardship.	3,5

	Flexibility in funding allocation is recommended by best practice guidance for pupil premium planning.	
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Total budgeted cost: £175,740

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.

At present we expect this number to increase further. As a school, we recognise the needs of these pupils as disadvantaged as well as those in receipt of the Pupil Premium funding. We will continue to diminish the stigma attached to the pupil premium and support families to ensure that the needs of all disadvantaged pupils are met.

Data (2024-2025)

EYFS: GLD

PP – 36.6% (decreased by 3.6%)

Non-PP – 73.9% (increased by 7.9%)

Year 1: Phonics

PP – 46.2% (decreased by 24.4%)

Non-PP – 86.7% (decreased by 1.4%)

Year 6: SATs

Reading, Writing and Maths: EXS+

PP – 37.5% [9/24] (decreased by 2.5%)

Non-PP – 71% [22/31] (increased by 1.7%)

Reading: EXS+

PP – 41.7% [10/24] (decreased by 13.4%)

Non-PP – 74.2% [23/31] (decreased by 13.9%)

Mathematics: EXS+

PP – 75% [18/24] (=)

Non-PP – 80.6% [25/31] (decreased by 1.4%)

Writing: EXS+

PP – 66.7% [16/24] (increased by 11.7%)

Non-PP – 83.9% [26/31] (decreased by 0.7%)

Spelling, Grammar and Punctuation: EXS+

PP – 62.5% [15/24] (decreased by 2.5%)

Non-PP – 80.6% [25/31] (decreased by 4%)

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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