

# Pupil premium strategy statement 25/26

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	33 Children (17.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs V Woollacott
Pupil premium lead	Mrs V Woollacott
Governor / Trustee lead	Mr L Grattage

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£49995

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. We will ensure that we support all pupils, whether or not they are classed as disadvantaged, to reach the best possible outcomes.

Our aim is that attainment and progress will be sustained and improved for all children. We will ensure that we deliver high-quality teaching, 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 all pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have chosen complement each other and will help improve pupil progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many of our pupil premium children, across the age groups, have poor oral language skills and gaps in vocabulary.
2	Assessments, observations, and discussions with pupils show that many have poor phonics skills and a limited interest in reading. This has a detrimental impact on their progress across the curriculum.
3	Information from assessments shows that many of our pupil premium children have poor skills on entry in writing and maths, and that their attainment in these areas across the age groups is generally lower than that of non-pupil premium pupils.
4	Although 2023-24 was a more settled year, there are still continued knowledge gaps as a result of the varied impact of lockdowns and remote learning.
5	There is also a need for more support with social and emotional needs. Additionally, many pupils have little access to enrichment activities outside of school, especially as there are now additional challenges for families due to the increased cost of living.

## 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
To increase the number of pupils making accelerated progress in reading, writing and maths	Improved progress for identified children so that more attain or exceed age-related expectations.
To increase the number of pupils reaching age-related expectations in reading, writing and maths	Increase in number of children reaching age-related expectations in reading, writing and maths so that it is closer to the national average/ number of non PP children attaining age-related expectations.
To provide social and emotional support and specific language skills/ motor skills development for identified pupils	Children will be better able to control emotions, participate in group activities, talk about any concerns they have and have better mental health. They will show improvement in their specific skill development.

<p>To provide a broad range of wider opportunities and curriculum enrichment experiences in order to broaden vocabulary, and to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>All pupils will participate in and benefit from additional educational opportunities eg. visits/ visitors, clubs, drama/ music/ art</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: £16000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training provided to literacy leader, maths leader and all staff on teaching:</p> <ul style="list-style-type: none"> <li>• phonics &amp; reading</li> <li>• writing</li> <li>• maths</li> <li>• moderation</li> </ul> <p>£6000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,2,3,4</p>
<p>Purchase of resources to support learning in English and Maths</p> <p>£10000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>2,4</p>

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

Budgeted cost: £25995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional support (eg pre-teaching; follow-up; 1:1; small group) for identified children planned according to teacher assessments for:</p> <ul style="list-style-type: none"> <li>• phonics &amp; reading</li> <li>• writing</li> <li>• maths</li> </ul> <p>Purchase of additional resources to support phonics, reading, writing and maths incl. additional iPads</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Support with costs/ staffing/ training to promote good mental health</li> <li>• Nurture support</li> <li>• Shakespeare drama project</li> <li>• Children's University</li> <li>• Purchase of necessary resources.</li> <li>• Support with cost of enrichment activities eg. residential costs.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Increasing access to activities such as outdoor activities/ residential visit and supporting social and emotional learning will help children to enjoy better relationships, become more confident and improve outcomes for them.</p>	5

**Total budgeted cost: £49995**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Additional support (eg 1:1, small group, pre-teaching; follow-up) for identified children was planned according to teacher assessments. This resulted in improved progress and attainment for those children and an increase in the number of children reaching national expectations in reading, writing and maths and/or gap closing between them & their peers.

A variety of enrichment activities were provided including the sports activities, Young Voices, whole school Theatre Visit and English project, and year group visits to support learning. Children benefitted from the enhanced opportunities eg. through increased confidence, improved engagement and enjoyment, and greater understanding eg. of language, drama and performance, history.

Being able to access opportunities such as outdoor learning/ residential increased the children's confidence and enjoyment, and improved engagement and resilience as well as giving the chance for them to show skills such as leadership and teamwork.

### Externally provided programmes

Programme	Provider
N/a	

## Further information (optional)

In addition to the strategies listed above, we will encourage pupil premium children to attend as many clubs as possible and take part in Children's University/ additional learning opportunities/ responsibilities that arise during the year.

We will ensure that the progress and attainment of pupil premium children is monitored at least termly via pupil interviews, talking to them about their work and experiences, as well as during pupil progress meetings and through data analysis.