

Pupil Premium Strategy Statement

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	251
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-206
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sonia Denning Headteacher
Pupil premium lead	Kate Thompson Inclusion lead
Governor / Trustee lead	Richard Lilleker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – this includes allocation for children of service personnel for pastoral support	£12, 155
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,155

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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.

Our approach will be responsive to common challenges and individual needs, rooted in strong understanding of children's individual circumstances and challenges, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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.	Disadvantaged children do not perform as well at the end of KS1 as Non-disadvantaged. However, this is a small group consisting of 5 pupils in 2024-2025. 60% of this group achieved the expected standard in RWM combined. All disadvantaged children passed the phonics screening check

	in Year 1 in June 2025. Of the three pupils in YR 67% (2 pupils) achieved a GLD and 1 did not which is less than the attainment of non-disadvantaged pupils.
2.	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3.	Current attendance data for disadvantaged pupils is 96.7% which shows a big improvement from 2024-2025. This needs continuous monitoring and awareness from all stakeholders that being on top of attendance is a positive thing.
4.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to Year 2. Some children have a narrow vocabulary or speech and language needs which impact on their learning
5.	Assessments and observations of pupils indicate that some children are emotionally vulnerable due to family breakdown and complex family relationships and this emotional vulnerability impacts on their learning.
6.	In 2025-2026 there are two disadvantaged children who are SEND.
7.	Assessments and discussion with our pupils show that 41.6% of our disadvantaged children have emotional needs such as lack of confidence or self-esteem which impacts on their learning and their social skills.
8.	Assessments and observations show that some children have difficulty with attention and concentration. This is addressed on a case by case basis and is true for 25% of our children.
9.	Assessments of our pupils show some children have gross and fine motor skills difficulties. This is addressed on a case by case basis.

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
Disadvantaged children make progress in line with non-disadvantaged children in order to support their attainment of ARE in reading, writing and maths at the end of FS/KS1.	<ul style="list-style-type: none"> 80% of disadvantaged children will progress in line with non-disadvantaged children at the end of each year and attain at least in line with national outcomes for non-disadvantaged children
To achieve and sustain improved wellbeing for all pupils and good emotional resilience in our school, particularly for our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025-2026 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • Average attendance for disadvantaged children is at least 95% and in line with the school average attendance
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Disadvantaged children with speech programmes progress through their programmes with 90% achieving all targets set and discharged from service. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Children receive good support from home for their learning, leading to better outcomes in reading and writing and maths	<ul style="list-style-type: none"> • Disadvantaged children achieve at least in line with national expectations at the end of the Foundation Stage and Key Stage 1.
Children that are on the SEND register and are not predicted to reach ARE in any areas of their learning are able to show accelerated progress towards this outcome.	<ul style="list-style-type: none"> • Children on the SEND register who do not reach ARE in identified areas are able to show progress from their starting point, at a rate in line with or greater than the wider cohort.
Children have improved attention and concentration for learning through the provision of QFT from teaching staff who have developed appropriate strategies to support these children whilst also developing independence.	<ul style="list-style-type: none"> • Children's attention and concentration is increased towards being in line with their peers • Children are able to work with appropriate independence and are self-motivated for learning
Children will develop the physical skills needed to support their learning	<ul style="list-style-type: none"> • At least 80% of children will achieve in line with age related expectations across the curriculum.

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: £ Teacher salaries from main budget – not PPG monies

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT to ensure high quality feedback.	QfT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2,
Whole School approach to developing vocabulary accessed by all children.	Vocabulary gaps can have impact on children’s learning as they get older. The richer their vocabulary the greater their success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language approaches include: <ul style="list-style-type: none"> • Targeted reading aloud and book discussion • Explicitly extending pupils vocabulary • The use of structured questioning to develop reading comprehension • The use of purposeful, curriculum focused dialogue and interaction 	1, 2, 4, 5
Use of small group work through break out and split inputs alongside group tasks in lessons	Collaborative learning approaches have a positive learning impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2

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

Budgeted cost: £ 8,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based LSAs used to support individuals or small groups through 1:1 tuition	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 7, 9, 10
Specific interventions are run for individuals by a trained LSA/SNA	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 7, 9, 10

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

Budgeted cost: £3,177

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of access to extra-curricular	Based on our experiences and those of similar schools we have identified the need to provide access to extra-curricular activities for disadvantaged children in order to build cultural capital and improve well-being and life experiences.	1, 3

clubs and activities		
Provision of access to Breakfast Club for children who are disadvantaged	<p>Based on our experiences and those of similar schools we have identified the importance of a good healthy start to the day for children along with the importance of positive social interactions with others. This also supports parents in being able to work. Evidence shows that children who attend Breakfast Club have better school attendance and improved concentration for learning.</p> <p><i>A national evaluation of school breakfast clubs: evidence from a cluster randomized controlled trial and an observational analysis</i></p>	1, 2, 4
ELSA provision for 1:1, small group and parental support in response to need	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6,8,

Total budgeted cost: £ 12,155

NB – It is worth noting that the outlined provision above carries a greater impact on the budget than the amount provided by the Pupil Premium Grant. This provision is supporting children across the school as well as disadvantaged children and hence the greater cost than the PPG provision.

- 3 children in this group have attendance below 90% and are categorised as persistent absentees.
- 1 family within this group has received a Penalty Notice for unauthorised holiday above 10 sessions.

Exclusions

There were no exclusions of PPG children in this academic year.

Extra-Curricular/Enrichment/Extended Day

- All children in the PPG group accessed all school trips and enrichment activities open to all children.
- All children in the FSM/PPG group have free access to the school's Breakfast Club if required – 1 child has used this facility this year
- All PPG children are offered access to after school clubs paid for from the PPG.
- 9 children of the PPG group have taken up a free club space every half term this year
- 4 children have taken up a club place in 2 half terms
- We have funded a programme of Music Therapy for the PLAC which has been hosted at school and two LAC children have accessed Breakfast Club. 1 child has accessed after school care.
- 1 child have not accessed any support for clubs or extended day, lives out of catchment and goes home after school.
- All children in this group have access to the government funded childcare places during school holidays.
- Our Maths SNA works regularly with pre-teach, extension and catch up where needed for individuals
- All pupils in this group have accessed 'Relax Kids' yoga programme



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