

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	183
Proportion (%) of pupil premium eligible pupils	33.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2027/28
Date this statement was published	20.12.25
Date on which it will be reviewed	31.03.2026
Statement authorised by	Rachel Osgodby
Pupil premium lead	Rachel Osgodby
Governor / Trustee lead	Dr Sue Cordell
Number of pupils in school	183

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,720

Pupil premium strategy plan

Statement of Intent

Our Pupil Premium strategy is aligned with Education Endowment Foundation (EEF) guidance and prioritises high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. This is supported by targeted academic interventions and wider strategies to remove barriers to learning, including attendance, wellbeing and access to enrichment.

Challenge number	Detail of challenge
1	Many pupils eligible for Pupil Premium display lower levels of emotional resilience and social-emotional skills, which can hinder their engagement, behaviour, and progress across the curriculum. Without targeted support to develop self-awareness, emotional regulation and relationship skills, these pupils are less able to access learning consistently and make strong academic progress. Research evidence from the Education Endowment Foundation highlights that evidence-based Social and Emotional Learning (SEL) approaches — including activities that build emotional literacy and self-management — can improve pupils’ social and emotional competences and are associated with enhanced engagement and attainment. This underpins our commitment to high-quality, targeted ELSA provision to better support these pupils’ emotional resilience and readiness to learn.
2	Pupils eligible for Pupil Premium often enter lessons with weaker writing skills, including limited vocabulary, reduced stamina for extended writing, and lower confidence in structuring and editing their work. These barriers can restrict their ability to communicate ideas effectively across the curriculum and result in slower progress in writing compared to non-disadvantaged peers. Without explicit, structured teaching approaches, such as Active English , these pupils are less able to develop the transcription, composition, and self-regulation skills required for successful writing.
3	A number of pupils, particularly those eligible for Pupil Premium, have gaps in early reading and phonics knowledge, impacting their ability to decode accurately and fluently. Inconsistent approaches to phonics teaching and limited staff confidence in delivering a systematic synthetic phonics programme have contributed to slower progress for these pupils. Without a consistent, evidence-based approach delivered with fidelity, disadvantaged pupils are at greater risk of falling behind in reading.
4	Pupils eligible for Pupil Premium are more likely to experience gaps in mathematical understanding, particularly in number sense, reasoning, and problem-solving. Inconsistent teaching approaches and limited staff confidence in delivering a mastery-based curriculum have resulted in pupils developing procedural knowledge without secure conceptual understanding. Without a coherent, whole-school Maths Mastery approach, disadvantaged pupils are at increased risk of falling behind and lacking confidence in mathematics.
5	Pupils eligible for Pupil Premium often have more limited access to cultural experiences, enrichment opportunities, and wider learning beyond the classroom. This reduced cultural capital can limit pupils’ background knowledge, vocabulary development, aspirations, and understanding of future pathways. Without targeted opportunities to broaden experiences through educational visits and enrichment activities, disadvantaged pupils may be less able to engage fully with the curriculum and develop high expectations for themselves.
6	Pupils eligible for Pupil Premium are more likely to have gaps in core literacy skills, including spelling, which impact their confidence, independence, and progress across the curriculum. These gaps are often compounded by social, emotional, or attendance-related barriers to

	learning. Without targeted catch-up support delivered by a trusted adult, disadvantaged pupils can struggle to consolidate key skills and re-engage effectively with learning.
7	Pupils eligible for Pupil Premium are more likely to experience poor attendance and punctuality due to a range of social, emotional, and practical barriers. Irregular attendance reduces access to high-quality teaching, impacts academic progress, and can affect pupils' wellbeing and sense of belonging. Without targeted pastoral support and practical interventions, disadvantaged pupils are at increased risk of persistent absence.

Intended outcomes

Intended outcome	Success criteria
1.Improved emotional resilience and self-regulation for pupils eligible for Pupil Premium. Increased pupil engagement in learning as a result of improved emotional wellbeing. Reduction in behaviour incidents linked to emotional dysregulation. Improved attendance and readiness to learn for targeted pupils. Enhanced confidence, self-esteem, and ability to form positive relationships with peers and adults.	ELSA assessments show measurable improvement in pupils' emotional literacy, self-regulation, and coping strategies (pre- and post-intervention). Behaviour data indicates a reduction in incidents, emotional outbursts, or time out of class for targeted pupils. Attendance data shows improved attendance and punctuality for pupils receiving ELSA support. Teacher feedback evidences improved classroom engagement, resilience, and learning behaviours. Pupil voice demonstrates increased confidence, emotional awareness, and ability to manage feelings effectively. Parent/carers feedback reflects improved emotional wellbeing and behaviour at home where appropriate.
2.Improved writing outcomes for pupils eligible for Pupil Premium. Increased confidence and independence when planning, drafting, and editing writing. Improved sentence structure, vocabulary choice, and cohesion in extended pieces of writing. Greater engagement and stamina during writing tasks. Reduced attainment gap between Pupil Premium pupils and their peers in writing.	Assessment data shows improved progress and attainment in writing for targeted pupils. Work scrutiny demonstrates clear improvements in sentence construction, vocabulary use, structure, and editing following the introduction of Active English Writing Skills. Teacher assessment and feedback indicates increased independence and resilience in writing tasks. Pupil voice reflects improved confidence and enjoyment in writing.

	Comparative data shows a narrowing of the gap between Pupil Premium pupils and non-Pupil Premium pupils in writing outcomes.
3.Improved phonics knowledge and decoding skills for pupils eligible for Pupil Premium. Increased consistency and quality of phonics teaching across the school following whole-school CPD. Improved staff confidence and subject knowledge in delivering the Little Wandle systematic synthetic phonics programme. Increased reading fluency and accuracy for early readers. Reduced attainment gap between Pupil Premium pupils and their peers in phonics and early reading.	Phonics assessment data (including Little Wandle and statutory screening) shows improved progress and outcomes for Pupil Premium pupils. Teaching observations and monitoring demonstrate consistent, high-quality delivery of the Little Wandle approach across all relevant year groups. Intervention records show timely and effective catch-up support for pupils who fall behind. Reading fluency checks indicate improved accuracy, blending, and confidence. Comparative data shows a narrowing gap between Pupil Premium and non-Pupil Premium pupils in phonics outcomes. Staff feedback confirms increased confidence and consistency following whole-school CPD.
4.Improved attainment and progress in mathematics for pupils eligible for Pupil Premium. Increased consistency and quality of maths teaching across the school following whole-school CPD. Improved staff subject knowledge and confidence in delivering a Maths Mastery approach. Stronger conceptual understanding, reasoning, and mathematical vocabulary among pupils. Reduced attainment gap between Pupil Premium pupils and their peers in mathematics.	Assessment data shows improved progress and attainment in mathematics for Pupil Premium pupils. Work scrutiny evidences deeper conceptual understanding, accurate use of mathematical language, and improved reasoning. Lesson observations and monitoring demonstrate consistent use of mastery strategies, representations, and structures across year groups. Pupil voice reflects increased confidence, resilience, and engagement in mathematics. Comparative data shows a narrowing gap between Pupil Premium and non-Pupil Premium pupils in maths outcomes. Staff feedback confirms increased confidence and consistency in delivering Maths Mastery following whole-school CPD.
5.Increased cultural capital and breadth of experiences for pupils eligible for Pupil Premium.	Participation data shows increased attendance of Pupil Premium pupils on trips, visits, and enrichment activities.

Improved engagement, motivation, and aspiration across the curriculum. Enhanced vocabulary, background knowledge, and understanding of the wider world. Increased participation of disadvantaged pupils in trips, visits, and enrichment activities. Improved confidence and ambition when discussing learning, careers, and future aspirations.	Pupil voice evidences improved confidence, enthusiasm, and ability to discuss experiences and future aspirations. Curriculum work and outcomes reflect improved vocabulary, contextual understanding, and application of knowledge linked to enrichment experiences. Teacher feedback indicates improved engagement and motivation following educational visits. Attendance and behaviour data shows positive trends linked to increased engagement with school life. Comparative evidence demonstrates a narrowing of the engagement and aspiration gap between Pupil Premium pupils and their peers.
6.Improved spelling accuracy and confidence for pupils eligible for Pupil Premium. Accelerated progress in literacy for pupils receiving targeted catch-up support. Increased engagement and readiness to learn through regular pastoral support. Improved self-esteem and learning behaviours as a result of personalised intervention. Reduced attainment gap between Pupil Premium pupils and their peers in spelling and wider literacy.	Nessy intervention data demonstrates measurable improvement in spelling accuracy and phonological awareness. Teacher assessments and work scrutiny show improved application of spelling skills in independent writing. Attendance and engagement records indicate improved consistency in learning for targeted pupils. Pupil voice reflects increased confidence and positive attitudes towards spelling and learning. Pastoral records evidence improved wellbeing and reduced barriers to learning. Comparative data shows a narrowing gap between Pupil Premium and non-Pupil Premium pupils in literacy outcomes.
7. Improved attendance and punctuality for pupils eligible for Pupil Premium. Reduced rates of persistent absence among disadvantaged pupils. Improved readiness to learn through access to breakfast provision. Increased engagement with school through consistent pastoral support.	Attendance data shows improved overall attendance and punctuality for Pupil Premium pupils. Persistent absence figures demonstrate a reduction for disadvantaged pupils. Pastoral records evidence timely intervention, family engagement, and improved attendance outcomes.

Improved wellbeing and sense of belonging for targeted pupils.	Breakfast Club registers show increased participation of Pupil Premium pupils. Teacher feedback indicates improved concentration, engagement, and readiness to learn. Pupil voice reflects improved wellbeing and positive attitudes towards school. Comparative data shows a narrowing attendance gap between Pupil Premium pupils and their peers.
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Activity in this academic year

Tier 1: High-Quality Teaching

Activity	Evidence (EEF)	Intended Outcome
Whole-school CPD in phonics, Active English and maths mastery	High-quality teaching has the greatest impact on attainment	Improved progress across reading, writing and maths
Use of high-quality teaching resources (Little Wandle, White Rose, Active English)	Structured programmes improve consistency and outcomes	Improved consistency and quality of teaching
Deployment and training of TAs to support learning within lessons	Effective TA use supports learning when well trained	Reduced gaps through in-class support
Additional teacher-led group tuition	Small-group tuition linked to class teaching accelerates progress	Accelerated progress for PP pupils

Pupil Premium Funding Allocation by EEF Tier

Total budget: £72,720

Tier 1: High-Quality Teaching – £43,600 (≈60%)

EEF recommendation: the majority of funding should be spent on improving teaching quality.

What this covers

- Whole-school CPD (phonics, Active English, maths mastery, adaptive teaching)
- Additional teacher time for assessment-informed planning and group tuition
- High-quality curriculum and teaching resources:
 - Little Wandle
 - White Rose Maths
 - Active English
- Deployment, training and release time for Teaching Assistants **within lessons**
- Assessment tools to identify gaps early

Why this proportion is appropriate

- Our challenges are primarily **academic (reading, writing, maths, low starting points)**
- A large PP cohort (33.3%) benefits from strengthened universal provision
- Strong alignment with EEF's "*great teaching first*" principle

Tier 2: Targeted Academic Support

Activity	Evidence (EEF)	Intended outcome
Phonics catch-up interventions (Little Wandle)	Systematic phonics is highly effective	Improved phonics outcomes
Targeted writing interventions (e.g. Nessy)	Structured interventions close specific gaps	Improved spelling and writing confidence
Maths interventions focused on reasoning	Mastery and intervention support conceptual understanding	Improved maths outcomes
Diagnostic assessments for specific learning needs	Early identification prevents gaps widening	Appropriate support put in place

Tier 2: Targeted Academic Support – £18,200 (≈25%)

EEF guidance: targeted interventions should be structured, time-limited and linked to classroom teaching.

What this covers

- Phonics catch-up interventions (Little Wandle)
- Writing and SPaG interventions (including Nessy where appropriate)
- Maths interventions focused on reasoning and problem solving
- Teacher-led small-group tuition (catch-up teacher two afternoons per week)
- Diagnostic assessments for specific learning needs (e.g. dyslexia)

Why this proportion is appropriate

- Clear evidence of **gaps that require targeted support**
- Interventions are **supplementary**, not replacing teaching
- Supports accelerated progress without over-reliance on withdrawal

Allocated cost: £18,200

Tier 3: Wider Strategies

Activity	Evidence (EEF)	Intended outcome
Attendance support (breakfast club, parent support worker)	Improved attendance increases learning time	Attendance in line with peers
SEMH support (ELSA, nurture groups, counselling)	SEL interventions support engagement and readiness to learn	Improved wellbeing and engagement
Support with uniform, meals and basic needs	Removing financial barriers improves access	Pupils ready to learn
Enrichment and cultural capital (trips, clubs, music, residential)	Wider experiences support aspiration and engagement	Increased aspiration and participation

Tier 3: Wider Strategies – £10,920 (≈15%)

EEF guidance: wider strategies should address barriers that prevent pupils from accessing learning.

What this covers

Attendance and punctuality

- Targeted breakfast club places
- Parent support worker time
- Attendance incentives

Social, emotional and mental health

- ELSA training and delivery
- Nurture groups
- Counselling support (individual, group, parenting)

Removing financial barriers and building cultural capital

- Uniform, meals and basic needs
- Subsidised trips, swimming, residential
- Music lessons and clubs

Why this proportion is appropriate

- Attendance for PP pupils is slightly below whole-school attendance
- SEMH needs impact readiness to learn
- Cultural capital is a clearly identified challenge

Allocated cost: £10,920

Summary Table

EEF Tier	Focus	Allocation	% of Budget
Tier 1	High-quality teaching	£43,600	60%
Tier 2	Target academic support	£18,200	25%
Tier 3	Wider Strategies	£10,920	15%
Total		£72,720	100%

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
Elsa Programme	ELSA (Emotional Literacy Support Assistant) www.elsa-support.co.uk
Little Wandle Online Portal	Little Wandle revised Letters and Sounds
Maths Mastery	Maths Hub L.E.A.D TSH
Nessy	Mike Jones
Active English	English Hub L.E.A.D TSH

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Extra-Curricular activities/trips/visits, Additional Adult support for small group interventions ELSA/counselling
What was the impact of that spending on service pupil premium eligible pupils?	SPP- 4 out of 5 pupils achieved better than expected progress and /or achieved greater depth in R, W, M

Review of outcomes in the previous academic year Pupil premium strategy outcomes

2024- 2025 Data

Phonics

Year 1 - 80% of our pupil premium children met the required standard in the phonics test compared to 67% nationally.

Year 2 - By the end of Year 2, 75% of our pupil premium children had reached the required standard.

Year 4 Multiplication Check

85% of our Pupil Premium children achieved 20 marks or higher in the multiplication check, with 46% achieving full marks.

End of KS1 attainment

	% achieving the expected standard or above	
	All children	Pupils eligible for Pupil Premium
Reading	65%	50%
Writing	52%	50%
Maths	65%	50%

End of KS2 attainment

	% achieving the expected standard or above		
	All children	Pupils eligible for Pupil Premium	Pupil Premium children nationally
Reading	75%	67%	63%
Writing	65%	56%	59%
Maths	85%	78%	60%

Pupil Voice

96% of children say they feel safe and happy in school. 93% say that their teacher listens to them with 89% saying that they feel they can discuss any problems with a teacher or another adult in school.

Parent Voice

95% of parents say that their child enjoys school. 100% of parents reported that their child is safe and well cared for at school. 100% of parents feel that their child does well at school. 92% of parents feel that the school supports their child's wider personal development.

Attendance

School attendance for those in receipt of pupil premium was 92.8% over the last academic year, which was slightly above the national figure of 92.4%. However, it was below the overall school figure of 94.8%.