

Pupil Premium Strategy Statement

2025 - 2026



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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 282 |
| Proportion (%) of pupil premium eligible pupils | 25.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 – 2025/6 (April 2025 to March 2026) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Governing Board |
| Pupil premium lead | Jon Stevens Headteacher |
| Governor lead | Claire Baggott Vice-Chair of Governors |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £119.285 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £119.285 |

Pupil Premium Strategy Statement

2025 - 2026



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 attainment at least in line with their peers 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 deep learners.

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 robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. 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.

Pupil Premium Strategy Statement

2025 - 2026



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 under-developed language skills and vocabulary gaps that have a negative impact on writing 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. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most areas of the school. |
| 4 | Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges affected all pupils but particularly affect disadvantaged pupils. |
| 5 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |

Pupil Premium Strategy Statement

2025 - 2026



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 oral language skills and vocabulary among disadvantaged pupils that positively impacts writing. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils that positively impacts attainment in writing. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils (non-SEN FSM) meet the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils (non-SEN FSM) meet the expected standard. |
| Improved writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils (non-SEN FSM) meet the expected standard. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none">•The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.•The percentage of all pupils who are persistently absent being below the National percentage and the figure among disadvantaged pupils being no more than 10% lower than their peers. |

Pupil Premium Strategy Statement



2025 - 2026

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this financial year** to address the challenges listed above.

Teaching

Budgeted cost: £105,547.65

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Feedback</p> <p>Providing feedback via tests (Purchase of standardised diagnostic assessments)</p> | <p>Impact: +6 months</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Feedback EEF</p> | 1, 2, 3 |
| <p>Arts participation – Provide access to enrichment activities such as music tuition.</p> <p>School to fund Pupil Premium children attending the Rock Music Lessons.</p> | <p>Impact = +3 months</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Arts participation EEF</p> | 4 |
| <p>Reading Comprehension Strategies</p> <p>➤</p> | <p>Impact = +7 months</p> <p>Reading comprehension strategies are high impact. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Reading comprehension strategies EEF</p> | 1 |
| <p>Within Class Attainment Grouping</p> <p>Deputy Headteacher supporting class teachers to ensure that adaptive teaching is successful and caters for all pupils including those who are disadvantaged.</p> | <p>Impact: +2 months</p> <p>By adapting teaching to pupils’ needs and prior knowledge, teachers can support, stretch, and challenge pupils’ learning more effectively.</p> <p>Effective implementation of within class grouping approaches might include:</p> <p>Effective use of assessment to identify pupils’ prior knowledge and understanding, and potential barriers to learning.</p> <p>Grouping pupils flexibly so that pupils know ability is not fixed.</p> | |

Pupil Premium Strategy Statement



2025 - 2026

| | | |
|---|--|--|
| | <p>Adapting teaching to the needs of pupils, providing targeted support to pupils who are struggling.</p> <p>Reframing questions and lesson content to provide greater scaffolding or stretch and challenge pupils further.</p> <p>Carefully monitoring the impact of groupings on engagement and motivation.</p> <p>The evidence indicates higher impacts, on average, for mathematics.</p> | |
| <p>Feedback</p> <p>Deputy Headteacher supporting class teachers to ensure that all pupils benefit from outstanding classroom practice thus promoting improved attainment and progress outcomes for disadvantaged pupils.</p> | <p>Impact: +6 months</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> | |

Pupil Premium Strategy Statement



2025 - 2026

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

Budgeted cost: £10,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>One-To-One / Small Group Tuition</p> <p>Provide additional academic support for pupils who need it via one-to-one or small-group tuition for core subjects thus narrowing gaps in attainment and progress.</p> | <p>Impact: +5 months</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> | |

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

Budgeted cost: £3,138

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Contingency fund for acute issues</p> <p>School provides a free daily breakfast bagel for all FSM children in school).</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | All |
| <p>Behaviour Intervention</p> <p>Embedding the newly introduced Track-It behavior program which promotes positive reinforcement. Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p> | <p>Impact: +3 months.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p>Behaviour interventions EEF</p> | 5 |

Pupil Premium Strategy Statement

2025 - 2026



| | |
|---|--------------------|
| Teaching cost: | £105,547.65 |
| Targeted academic support cost: | £10,600 |
| Wider strategies cost: | £3,138 |
| Total cost: | £119,285.65 |
| Pupil premium funding allocation this academic year | £119,285 |
| Recovery premium funding allocation this academic year | £0.00 |
| Total Allocation | £119,285 |
| Balance | £-0.65 |