

Pupil premium strategy statement

To be ratified by the Governors 21.01.26

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 outcomes for disadvantaged pupils last year.

School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kathryn Mitchell David Winston Acting Headteachers
Pupil premium lead	Kathryn Mitchell Acting Headteacher Jo Sherlock Pupil Premium Lead Teacher
Governor lead	Dean Docherty –Chair of Governors

Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,440

Part A: Pupil premium strategy plan

Statement of intent –

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure children make notable progress from their starting points.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a school wide analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision to achieving these objectives:

The range of provision the Stakeholders consider making for this group include and would not be limited to:

- Ensuring that the quality of teaching experienced by all children, is improved.
- To allocate a Teaching Assistant to identified priority classes or individual children - providing small group or 1:1 work focussed on overcoming gaps in learning
- Additional teaching and learning support and opportunities provided through Teaching and Learning advisors from HfL (English, Maths, EYFS) and external agencies (counselling services/ mentoring/ ELSA/ Pastoral Lead).

- Pupil premium resources are to be used to target children on Free School Meals to exceed Age Related Expectations (e.g., Reading Club)
- Support payment for activities, educational visits and residentials to supplement and enhance the curriculum. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Follow and develop the behaviour curriculum using relational practice, positive regard and therapeutic training.

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths.
2	Pupil Premium linked with additional needs e.g. EAL, SEMH, SEN.
3	Attendance and Punctuality issues.
4	Pupils social emotional and mental health needs.

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
Children to make good or better progress from their starting points resulting in a small gap between non-disadvantaged pupils.	Achieve scores that are broadly in line with national average scores in KS2
Early identification or need results in pupils receiving early help and support so that the gap for these pupils is never widened.	Pupils with more than one disadvantage measure will make good progress in line with their starting points.
Robust processes and systems are in place to identify and support families who require support with attendance.	Ensure attendance of disadvantaged pupils is above 96%
Systems are in place to develop pupils abilities to access learning for pupils with identified behaviour and SEMH needs.	Individual pupils will demonstrate improved attitudes towards learning. Responses to behaviour support the development of self regulation and have a direct impact on pupil behaviour.
Progress across Early Years	Achieve at least average progress by the end of Reception.

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: £ 77,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Headteachers to support in class-</p> <ul style="list-style-type: none"> - Team teaching - Reflection <p>Total: £17,435</p>	<p>EEF research shows that professional development has the greatest impact when embedded in everyday classroom practice rather than delivered as isolated events. Team teaching is particularly effective because it models strategies, enables collaborative practice, and provides immediate feedback, fostering consistent implementation and collective efficacy. The EEF also stresses that sustained improvement requires revisiting CPD over time—through follow-up sessions, coaching, peer discussion, and observation cycles—to embed habits and maintain fidelity to evidence-based approaches. This ongoing reinforcement leads to high-quality teaching and improved pupil progress.</p>	1, 2, 4
<p><i>KS2 Teacher to complete National Professional Qualification of Middle Leadership to improve teaching and learning across the school.</i></p> <p><i>Supply/Teacher Time/Leadership Time = £5760</i></p>	<p>EEF and Sutton Trust identify high-quality professional development as the most effective way to improve pupil outcomes, with teacher expertise being the strongest in-school factor. NPQs align with EEF evidence by building knowledge, refining teaching techniques, and ensuring sustained implementation. Sutton Trust highlights that improving teacher quality disproportionately benefits disadvantaged pupils, narrowing attainment gaps. Upskilling staff through NPQs strengthens practice, leadership, and consistency—directly driving better teaching and pupil progress.</p>	1, 2, 4
<p><i>Specific CPD on adaptive teaching and teaching sequences</i></p> <p><i>Planning time-</i></p> <p><i>Revisit within Team teaching and sharing good practice</i></p> <p><i>Cover Supply/Teacher Time/Leadership Time = £5760</i></p>	<p>Both the EEF and the Sutton Trust emphasise that adaptive teaching is most effective when it is proactive, evidence-informed, and rooted in strong subject knowledge, rather than relying on excessive differentiation. The Sutton Trust reinforces that high-quality teaching, including well-judged adaptations, disproportionately benefits disadvantaged pupils by ensuring they are not given a reduced or simplified curriculum. Together, the evidence shows that adaptive teaching strengthens pupil progress by maintaining high expectations while tailoring support based on ongoing assessment.</p>	1, 2, 4
<p><i>Teaching and Learning Advisors for English supporting the improvement of adaptive the teaching sequences provided</i></p> <p><i>£1168 – English TLA</i></p> <p><i>MATHS TLA</i></p> <p><i>Cover for teachers 1 ½ day per half term.</i></p> <p><i>£5760</i></p>	<p>Both the EEF and the Sutton Trust highlight that adapting teaching sequences is highly valuable because it enables teachers to respond to pupils' emerging needs without lowering expectations or diluting the curriculum. The EEF stresses that effective adaptive teaching relies on ongoing assessment, identification of misconceptions, and timely adjustments to explanations, scaffolding, and practice opportunities so that all pupils can access the same ambitious content. The Sutton Trust</p>	1,2,4

	reinforces that high-quality teaching — including well-judged adaptations — is especially beneficial for disadvantaged pupils, as it prevents them from being given a reduced or simplified curriculum. Together, the evidence shows that thoughtfully adapting teaching sequences strengthens understanding, supports equity, and leads to improved progress for all learners.	
<p><i>Ensure rich curriculum through creative and learning through play</i></p> <p>- Resources</p> <p>£2471.58</p>	Creative, play-based learning in EYFS and KS1 delivers a measurable boost—EEF evidence shows a typical gain of +4 months in cognitive progress at very low cost. By harnessing a blend of free, guided, and structured play, this approach enhances problem-solving, language, and social-emotional development—building essential foundations for later learning. It’s particularly transformative for disadvantaged pupils, helping to close early attainment gaps by enriching cultural capital and supporting oral language and communication skill development.	1, 2, 4
<p><i>Support staff across classes with high indicators of need</i></p> <p>£40,000</p>	EEF and Sutton Trust research shows that well-deployed TAs can add +4 months’ progress when used for structured 1:1 or small-group interventions and planned with teachers. DfE guidance recognises TAs as key for scaffolding learning and maintaining access to high-quality teaching for disadvantaged learners.	1, 2, 4

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

Budgeted cost: £ 34,411.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring programme to start January 2026</p> <ul style="list-style-type: none"> - 1:1 sessions with pupils - CPD from ELSA <p>0.2 of M4 teacher - £8215</p>	The evidence suggests that well-designed mentoring programmes can play a significant role in supporting disadvantaged boys with SEMH needs, particularly when aligned with whole-school approaches and delivered by skilled, consistent adults.	3 and 4
<p>ELSA</p> <ul style="list-style-type: none"> - 1:1 programmes for pupils - Group work for pupils - Lunch club <p>0.5 pastoral lead £14,054</p>	EEF research shows that well-structured social and emotional learning interventions improve wellbeing and academic outcomes, especially for disadvantaged pupils. ELSA support strengthens emotional regulation, resilience, and readiness to learn by providing trusted adult relationships—something the Sutton Trust identifies as vital for pupils lacking stable support. Improving emotional literacy also boosts behaviour, attendance, and engagement. When implemented as part of a whole-school approach, ELSA typically leads to higher self-esteem, reduced anxiety, and stronger learning behaviours, driving long-term progress for disadvantaged pupils.	1, 2, 3 and 4
<p><i>SENCo spending identified time with Education & Health Care</i></p>	EEF (+5)	3

Plan (EHCP) Pupil Premium students. Staff costs: £12,142.87	Children with EHCPs needed One to one tuition giving the pupil intensive individual support.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,673.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all children aim to be in school for 96% of the time. Staffing costs: £11,573.55	Our Attendance Champion continues to have positive relationships with parents to ensure that all absences are monitored and support is in place for those who need it.	3
To ensure all children have access to culturally significant trips, visitors and events. £10,000	EEF (+3) It is important that all children feel valued and that we support them all in having access to events, trips and visitors.	1, 3, 4
CPD focused on behaviour strategies Support from HfL Wellbeing and Behaviour Lead £1400	Research from the EEF shows that clear routines, explicit teaching of behaviour, and consistent responses reduce low-level disruption and increase learning time. A strong policy also supports staff confidence, reduces variability between classrooms, and ensures that pupils — particularly those who are disadvantaged or have additional needs — experience fair, stable, and supportive behaviour systems. Overall, a well-designed behaviour policy strengthens relationships, improves engagement, and creates a calm, purposeful learning environment where pupils can thrive.	4
Re-writing behaviour Additional Therapeutic tutor policy <ul style="list-style-type: none"> - SLT to rewrite policy - Include teaching staff - Include families - Include governors. Additional SLT time £8700		4
Our Attendance officer is now and additional DSL. <ul style="list-style-type: none"> - Support families - Enhance early identification of need - Build relationships with families £1000	Attendance officer to become a member of the DSL team. Supporting families in crisis- early identification. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.	2, 3

Total budgeted cost: £145,440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

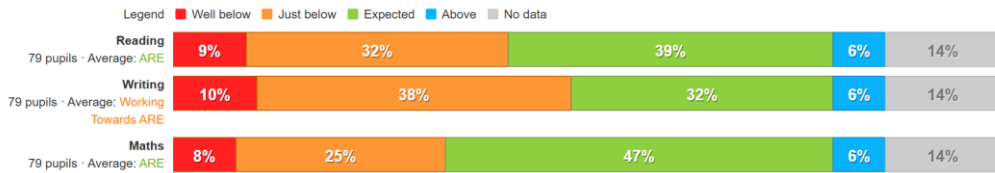
- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

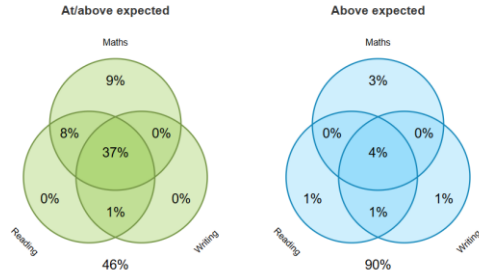
If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data from Summer 2024-2025



Combined attainment



Data from last three years from school IDSR:

Over the last three years, although all other areas are significantly below national averages, for our disadvantaged pupils we sit in 'non-significant'.

Externally provided programmes – we still have these

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Time Table Rock Stars	Maths Circle Limited
Widget	Widget Online
Curriculum Maestro	Cornerstones Education
CPOMS	CPOMS systems
Insight	Insight Tracking

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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

