

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2024-2025.

It outlines our pupil premium strategy for the academic year, 2025-2026, 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	418
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	termly
Statement authorised by	Governing Body
Pupil premium lead	Alan Garnett
Governor / Trustee lead	Jan Blackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139, 408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£139, 408

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Many children start Nursery and/or school with speech and language delay
2	In every year group there are a number of children significant social, emotional and mental health needs
3	In every year group there a number of children with significant learning needs
4	Overall, attainment for children on the pupil premium register is lower than their peers.
5	Overall, attendance of children on pupil premium register is lower than their peers

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 with identified language delay, working memory difficulties and specific literacy difficulties receive targeted, evidence-based interventions to overcome barriers.	Accelerate progress of all children with speech and language delay.
Children's progress in their learning of phonics enable them to deepen their understanding and enjoyment in reading.	Diminish the difference in every year group between PPG and non-PPG children in all core subjects for children meeting age-related expectations.
Children with social, emotional and mental health difficulties receive support to help them engage fully with all aspects of school life, and to attain and achieve in line with their peers.	To increase number of children on PPG register exceeding age-related expectations.
Work with children and families to address historic attendance and punctuality issues.	Diminish the difference in every year group for attendance and punctuality rates between PPG and non-PPG children.
Work with children and families to improve outcomes in maths.	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellcomm Screening</i>	School data	1,4
<i>Talkboost</i>	School data	1,3,4
<i>Phonics interventions</i>	School data	1,3,4
<i>Maths tutoring groups and 1:1 provided by teachers and LSAs</i>	Entry, exit data – qualitative and quantitative- is collected for all interventions and programmes	3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH co-ordinators x2	Achievement for All Giving every child the support they need to enable them to engage fully and enjoy every aspect of school life.	2
<i>Music Teacher</i>		4,5
<i>Forest School Teacher</i>		4,5
<i>Choir</i>		4,5
<i>Trip subsidies</i>		4,5
<i>Child First annual subscription and additional therapy services</i>	Access to a wide range of services including S&L, family support and counselling.	1-5
<i>Contingency</i>	Money to use to meet unexpected need.new pupil enrolls mid year.	1-5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

ATTAINMENT

STATUTORY DATA

End of EYFS

Percentage of children attaining a Good Level of Development (GLD)

Aspect of learning	All children	Boys	Girls	Disadvantaged
GLD	63%	71%	52%	29%

Phonics (Year 1)

Percentage of children MEETING the expected standard

Curriculum area	All children	Boys	Girls	Disadvantaged
Working at the expected standard	78%	60%	84%	70%

End of Key Stage 1 (Y2)

Percentage of children MEETING OR EXCEEDING the expected standard

	All children	Boys	Girls	Disadvantaged
Reading	60%	58%	64%	22%
Writing	59%	58%	60%	33%
Maths	72%	67%	80%	78%

Y4 Multiplication Check Results

	All children	Boys	Girls	Disadvantaged
Scoring 20+	78%	86%	66%	54%
Full Marks (25)	36%	26%	48%	0%
Average score	20.6	21.96	20.33	17

End of KS2 (Y6)

Percentage of children MEETING OR EXCEEDING the expected standard

	All children	Boys	Girls	Disadvantaged
Reading	65%	59%	71%	42%
Writing	53%	44%	54%	42%
SPAG	68%	63%	75%	42%
Maths	63%	63%	72%	32%
RWM combined	45%	44%	46%	21%

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Percentage of children EXCEEDING the expected standard

Curriculum area	All children	Boys	Girls	Disadvantaged
Reading	30%	25%	36%	11%
Writing	3%	6%	0%	0%
SPAG	22%	19%	29%	0%
Maths	33%	40%	25%	16%
RWM combined	2%	3%	0%	0%

ATTENDANCE

Pupils on the Pupil Premium Register				
<u>Yr Group</u>	No.	Av 2025	Av 2024	Av 2023
R	7	93.97		
1	9	92.3	92.86	
2	13	96.9	93.35	87.43
3	7	91.45	93.14	93.9
4	13	93.3	94	93.5
5	18	94.4	93.68	91
6	19	92.4	92.91	89.91
totals	86			
	average	93.53%	92.95%	91.26%
Red	<90% [Persistent Absentee]			
Amber	90% < 95%			
Green	95% +			