

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to the 2024 academic year) 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	219
Proportion (%) of pupil premium eligible pupils	25% (54 pupils)
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)	
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Reverend Patrick Eggleston
Pupil premium lead	Ms Sarah Biney
Governor / Trustee lead	Reverend Patrick Eggleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£74,950

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to diminish the difference between disadvantaged pupils and their peers by prioritising high-quality teaching, targeted academic intervention, and wider strategies addressing wellbeing, attendance, and enrichment. Our approach is evidence-informed, tailored to need, and based on a deep understanding of the challenges faced by our children and families.

We will use our Pupil Premium funding to:

- Improve outcomes in reading, writing, and maths through high-quality teaching and curriculum design.
- Provide targeted support for early language development, phonics, and closing gaps in core subjects.
- Support wellbeing, pastoral development, and wider cultural capital through enrichment.
- Strengthen partnerships with families and the community to ensure consistent support for learning and attendance.

Our strategy is aligned with EEF guidance and is reviewed regularly to ensure maximum impact.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication delays
2	Lower starting points in Literacy and Numeracy
3	Limited access to cultural capital
4	High mobility and EAL overlap
5	Access to Early Intervention and Specialist Support

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
Improve early communication, vocabulary and oral language skills to ensure pupils can access the full curriculum.	Increased proportion of pupils achieving age-related expectations in communication and language by the end of EYFS; improved reading and writing attainment across KS1.
Accelerate progress in phonics, reading, writing and mathematics for disadvantaged pupils from EYFS to KS2.	Diminished attainment gaps between disadvantaged pupils and peers in core subjects; increased percentage achieving expected or higher standards by the end of KS2.
Ensure all disadvantaged pupils have access to enrichment, extracurricular and cultural experiences that enhance learning and aspiration.	All disadvantaged pupils participate in at least one enrichment activity per term; evidence of improved vocabulary and engagement in learning.
Support smooth transitions and targeted support for mobile and EAL pupils to maintain continuity of learning.	Newly arrived pupils make rapid progress; reduced attainment gap between mobile/EAL disadvantaged pupils and their peers.
Ensure early identification and support for pupils with additional needs through closer multi-agency collaboration.	Timely referrals and interventions recorded; reduction in the number of pupils requiring long-term intensive support due to early intervention.

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding high-quality, consistent phonics teaching across EYFS and KS1,	High-quality phonics teaching has had a high impact on early reading and is particularly benefitted our pupils with lower prior attainment.	1, 2, 4
Training for staff in developing oracy, vocabulary instruction and language-rich interactions.	Oral language interventions have shown significant positive effects on reading comprehension and overall attainment, supporting the focus on vocabulary and communication development.	1, 2, 4, 5
Targeted CPD in adaptive teaching to meet the needs of pupils with lower starting points and EAL.	Improved the teaching of all pupils enabling teachers to confidently teach pupils (quality first teaching) and make reasonable adjustments when required.	1, 2, 4, 5

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring for reading, writing and mathematics.	Structured one-to-one and small-group interventions in reading, writing and mathematics have shown to be effective when informed by diagnostic assessment and tightly focused on specific gaps.	1, 2, 4, 5
Targeted phonics catch-up groups.	Our targeted small-group tuition has had strong impact, particularly being delivered by trained staff and being aligned with classroom teaching.	1, 2, 4, 5

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised enrichment activities, clubs and cultural experiences.	Increasing access to cultural enrichment and extracurricular activities has broadened our pupils' vocabulary, raised aspirations, and improved engagement.	1, 2, 3, 4, 5
Pastoral support and family partnership work to support attendance and engagement.	Behaviour and attendance interventions, including pastoral support, has improved readiness to learn as part of a whole-school approach.	1, 2, 4, 5
Multi-agency collaboration to secure early specialist intervention.	Our early identification and multi-agency collaboration has effectively reduced escalation of need and ensured our pupils receive timely and appropriate support.	1, 5

Resources and programmes to support emotional wellbeing and readiness to learn.	Family and community engagement has improved academic outcomes and wellbeing – reading workshops, coffee afternoons.	2, 5
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Total budgeted cost: £29,000 + £27,000 + £19,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<input type="checkbox"/> Increased attainment and progress data
<input type="checkbox"/> Increases access and engagement with enrichment
<input type="checkbox"/> Impact of interventions
<input type="checkbox"/> Good improvements in communication and early language
<input type="checkbox"/> Progress of mobile and EAL pupils
<input type="checkbox"/> Pupil and family benefitting from intervention and support from multi-agency collaboration

Externally provided programmes

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

Programme	Provider
Mathletics	3P Learning
Reading Eggs	3P Learning
Success for All	Fisher Family Trust

Service pupil premium funding (optional)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

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 or recovery premium funding.