

Pupil premium strategy statement – 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025/26 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	T Hewett, Head of School
Pupil premium lead	T Hewett
Governor / Trustee lead	Keith Syrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,900
Pupil premium funding carried forward from previous years	
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 high attainers.

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 excel. 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.

Underpinning all the above is attendance. If pupils are not in school the strategy is simply words on a page; attendance is key to success. Therefore, attendance will always be a focus for our strategy. This includes 'active attendance' as simply being in school isn't enough, as pupils need to be in the right place, with the right mindset each day to ensure they are making progress.

Challenges

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

Challenge number	Detail of challenge
1	Historically progress and attainment of our disadvantaged pupils has been generally below the progress and attainment of our non-pupil premium pupils. However, last academic year the strategy enabled pupil premium students to be inline of better than their peers. Hence, this strategy builds on these successes to sustain improvements.
2	Low communication and language skills.
3	The attendance of our pupils eligible for Pupil Premium in 2024/25 was 95.62% which, although an improvement on the previous year is still below our school target of 96%.
4	Parental engagement is an area for improvement. Of those pupils eligible for disadvantaged pupil premium only 72% of parents attended their parent consultation last year. This trend is replicated in other areas of school life (parent meetings regarding trips, residential, sharing of children's work).
5	Literacy gap. The reading age of 50% of the pupil premium children is below age-related expectations at the end of summer 2025.
6	Emotional health and wellbeing

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 progress among disadvantaged pupils across the curriculum.	No difference between progress for pupil premium children and non-pupil premium children.
Improved attainment among disadvantaged pupils across the curriculum.	Gap on attainment for all pupil progress children to be diminished, including at greater depth level.
Improved literacy and oracy skills among disadvantaged pupils. Improved communication and language skills.	<p>All disadvantaged pupils have a reading age of at least their actual age by the end of Summer 2026 and greater than their actual age by 2027/28.</p> <p>Pupils are provided with opportunities to develop their oracy skills such as performance, reciting poetry, debating and reading aloud throughout the curriculum so they are more confident to speak/read aloud to different audiences.</p> <p>Clearer speaking improves spelling and writing outcomes.</p> <p>All classroom opportunities to speak appropriately are used.</p> <p>Pupils are provided with daily opportunities to revise, re-teach and support spelling strategies evidenced through monitoring and improved outcomes.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.
To achieve and sustain improved engagement for all pupils and their families, including those who are disadvantaged.	<p>Sustained high levels of engagement from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and observations. • An increase in engagement in enrichment activities. • An increase in representation of pupils in leadership roles. • An increase in the number of parents of pupils eligible for pupil premium attending school activities and events.
Increased parental engagement with school life.	Parents report that they feel informed about their child's learning indicating this on parent surveys. Pupils feel that they are supported at home with their learning indicating this through pupil voice.

Enhanced emotional and mental wellbeing for disadvantaged pupils and their families.	<p>Pupils and parents indicate that there are strong links between home and school on parent surveys.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop resilience and independence as evidenced by pupil voice.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching for all pupils	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes	1, 2, 5
Training and resources for phonics support scheme – Literacy Gold	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF – Phonics)	2
Developing metacognitive and self-regulation skills in all pupils.	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Very high impact for very low cost based on extensive evidence. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 5
CPD – the teaching of reading skills	Very high impact for very low cost. EEF – can lead to an additional 6 months' progress over a year. Requires a moderate amount of teacher time, so need to consider developing teacher's ability to use specific techniques for children's needs quickly to minimise costs. Also to ensure texts that provide effective challenge are used, especially given new curriculum.	1, 5

Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in KS2 and Improving Literacy in KS1	Developing pupils' language capabilities and vocabulary (<i>Recommendation 1 – KS1 and KS2</i>) as well as developing their reading fluency (<i>Recommendation 2 – KS2</i>) can explicitly improve children's reading and writing skills. A systematic phonics programme (<i>Recommendation 3 – KS1</i>) explicitly helps children to read.	1, 5
Use of Kagan and Thinking Hard strategies in all year groups	'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year'. (EEF – Collaborative learning approaches) 'Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence'. (<i>Kagan online</i>)	2, 6
Use of Accelerated reader programme to improve reading ages of Key Stage 2 pupils	Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. Very high impact for very low cost based on extensive evidence. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 5
CPD – interventions & provisions	Moderate to high impact for moderate cost. EEF – need to ensure staff are trained to administer interventions and provision (particularly SEMH) to maximise impact from moderate to high. Social and emotional learning interventions can have moderate impact for a very low cost – (EEF – Social and Emotional Learning)	1, 6
Oral language interventions	Very high impact for very low cost. EEF – run as part of Quality First teaching. On average +6 months additional progress. Is the explicit discussion of content or process of learning. Focus on vocabulary and spoken expression. Must be matched to the child's current stage of development. Evidence suggests frequent sessions over an extended period work best (Recommendation 1 – Improving Literacy in KS2)	1, 2, 5

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

Budgeted cost: £5,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits such interventions.	1, 2, 5
School trips, year group enrichment opportunities	The EEF suggests that 'outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork'. In addition, the EEF states that outdoor learning 'can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'.	3, 6
PiXL QLA and Surgeries	The PiXL (Partners in Excellence) primary approach uses Question Level Analysis (QLA) to identify precise gaps in pupils' understanding across reading, writing and mathematics. This diagnostic approach supports teachers in planning highly targeted interventions to address misconceptions and secure key knowledge and skills. Evidence from the Education Endowment Foundation (EEF) highlights that <i>'diagnostic assessment and high-quality feedback are among the most effective ways to improve learning outcomes, particularly for disadvantaged pupils'</i> . PiXL Surgeries provide structured opportunities for focused, small-group or one-to-one teaching based on these identified needs. This personalised support helps pupils to make accelerated progress, build confidence, and develop independence as learners.	1, 2, 5

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

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dog Mentoring	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Embed into practice.	4
Breakfast Club	<u>(Government Research Report March 2017).</u> Generally improved punctuality, concentration, and behaviour.	3, 4
Parental engagement	EEF - positive impact of around +4 months additional progress. Particularly important to mitigate the causes of educational disadvantage. Parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. Moderate impact for very low cost based on extensive evidence. <u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u>	4
Lego Therapy	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Promise with focusing on social interaction between pupils. Embed into practice. <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	2
Nurture group/Friendship group	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Promise with focusing on social interaction between pupils. Embed into practice. <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	2

External Counselling	Moderate cost/moderate impact for low cost. Behaviour interventions generally show +4 months academic progress. SEMH benefit is unclear but of obvious importance. (EEF – Social and Emotional Learning)	3, 4
Attendance	Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Deliver intervention in a targeted way, in response to data or intelligence. Working together to improve school attendance	3
Contingency fund for acute issues	Contingency fund for acute issues. Based on experience and those of similar schools, leaders have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £26,190

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25.

Aim	Outcome
Improved progress among disadvantaged pupils across the curriculum.	<p><u>Progress – good or better (2024/25)</u> Reading – 81.8% compared to 81.6% (non-PP) Gap: +0.2% Writing – 90.9% compared to 82.4% Gap: +8.5% Maths – 75.7% compared to 76.9% Gap: +1.2%</p> <p><u>Progress – good or better (2023/24)</u> Reading – 62.5% compared to 84.9% (non-PP) Gap: -22.4% Writing – 100% compared to 80.2% Gap: +19.8% Maths – 100% compared to 75.6% Gap: +24.4%</p> <p><u>Progress – good or better (2022/23)</u> Reading – 50% compared to 71% (non-PP). Gap: -21% Writing – 38% compared to 60%. Gap: -22% Maths – 50% compared to 70%. Gap: -20%</p>
Improved attainment among disadvantaged pupils across the curriculum.	<p><u>Attainment - expected or higher (2024/25)</u> Reading – 90.9% versus 83.8% (non-PP). Gap: +7.1% Writing – 72.7% versus 65.4% Gap: +7.3% Maths – 90.9% versus 83.1% Gap: +7.8%</p> <p><u>Attainment - expected or higher (2023/24)</u> Reading – 62.5% versus 84.3% (non-PP). Gap: -23.8% Writing – 62.5% versus 72.1% Gap: -9.6% Maths – 62.5% versus 77.3% Gap: -14.8%</p> <p><u>Attainment - expected or higher (2022/23)</u> Reading – 31% versus 68% (non-PP). Gap: -37% Writing – 13% versus 55%. Gap: -42% Maths – 31% versus 67%. Gap: -36%</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p><u>Attendance 2024/25</u> – 95.62% (non-PP – 95.47%). This is below our school target of 96%.</p> <p><u>Attendance 2023/24</u> – 92.63% (non-PP – 95.26%). This is below our school target of 96%.</p> <p><u>Attendance 2022/23</u> - 86.6% (non-PP – 94.72%). This was significantly below our school target of 96%.</p> <p>Although attendance has improved it needs to sustain this higher level</p>
To achieve and sustain improved engagement for all pupils and their	<p>13/18 parents attended parent consultations last year. Parental engagement with surveys was even less at 6/18. Engagement of parents still continues to be a target, especially given the percentage of parents attending open events was less than that for non-disadvantaged parents.</p>

families, including those who are disadvantaged.	
Improved literacy and oracy skills among disadvantaged pupils.	The reading age of 50% of pupil premium children was below age-related at the end of Summer 2025.

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
Times Table Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
EdShed (Spelling Shed)	Education Shed Ltd
FFT Aspire	The Fischer Family Trust
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Charanga Musical School	Kent Interactive Music
Mark Assessment and Reporting Kit	Hodder Education
Shine Interventions (Rising Stars)	Hodder Education
Dog Mentoring	The Dog Mentor
Learning by Questions	Learning by Questions Ltd
Complete PE	Complete PE Ltd
Blackbarn	
Literacy Gold	Engaging Eyes Ltd
PiXL	PiXL

Further information (optional)

Where possible, strategies are also used within whole class setting where a need has been identified that will benefit PP group children in addition to others. This is particularly true at the present time as regards social interaction skills and cognitive skills.