

Pupil premium strategy statement

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 academic year.

School overview

Detail	Data
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	September 2025 to July 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Amanda Westaway, Head teacher
Pupil premium lead	Sue Dunn, Deputy head teacher
Governor	Lorena Marin Polo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,460

Part A: Pupil premium strategy plan

Statement of intent

Belong, Believe, Aspire, Achieve

Our ambition for our children is that they make their own informed life choices and are successful, active members of society in adulthood.

The part we play in this journey is to support the children's emotional, physical and academic development; ensure they are confident to articulate themselves; have highly effective English, maths and analytical skills and are curious, lifelong learners.

We endeavour to achieve this irrespective of their starting points. Our aim is to mitigate the potential or real effects of disadvantage as much as we can in order for the children to thrive while they are with us, during the next phase of their education and to aspire to further and higher education and a fulfilling career.

In order to meet our aims, our three-year Pupil Premium Strategy is designed to achieve the following outcomes for our children:

- to be confident to make their opinions clear; to disagree agreeably and to make the most of their opportunities (for example, during their degrees and careers) by being eloquent and able to articulate themselves in different situations. Effective oracy skills promote social equity and narrow gaps.
- to be able to retain their learning effectively so they have solid foundations for future learning and can learn increasingly complex skills and concepts. This applies to all areas of learning but is particularly relevant in English and maths.
- to have strong reading skills and a love of reading so they choose to read for pleasure from a wide range of literature, reading at length and with enjoyment despite other interests competing for their time. This will encourage our children to be discerning in their choices and to be independent learners at secondary school and beyond as well as being of benefit to their wellbeing.
- to overcome the potential impact of disadvantage by supporting the emotional wellbeing of our children and their families.

Progress throughout the strategy will be closely monitored with outcomes for year one and year two being used to keep the strategy objectives on track for success.

Our core values: belong, believe, aspire, achieve are at the heart of everything we do and are particularly relevant for children who experience disadvantage in its myriad forms. Our intention is to level the playing field as much as possible so all of our children are successful.

Challenges

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

Challenge number	Detail of challenge
1	Observations from staff and discussions with children suggest that there is a lack of confidence when expressing opinions, presenting ideas and being able to voice an opposing view. Data coming soon
2	Feedback from staff and pupil conferencing and attainment data indicates that the children's retention of skills and knowledge which are necessary for new learning is often poor. As a result, a significant amount of time is spent on reteaching prior learning rather than reactivating it to enable deeper, connected learning. This links to aspects of grammar, spelling and maths in particular.
3	Pupil conferencing, feedback from parents and children's book choices indicate that a significant number of children are choosing books that have low challenge, are not age-appropriate and do not enhance language or support the ability to read in a sustained way. Class audits show around 25% of our disadvantaged children are choosing books that their teachers would not deem as suitable in terms of challenge or interest.
4	Observations and discussions with staff, children and parents indicate that a number of our children find it challenging to regulate and manage their emotions independently. This impacts on their wellbeing, mental health and ultimately their academic outcomes. 56% of the children who are supported by our pastoral team are in receipt of the Pupil Premium. This does not reflect the proportion of PP within our school.

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
To improve oracy skills so that children can voice their opinions clearly; disagree agreeably and be able to engage in dialogic and presentational talk.	Children assessed as being less confident with oracy in benchmarking are assessed as more confident year on year. Evidence: teacher assessments, pupil conferencing
To be able to retain learning over a period of time so good progress can be made across lessons.	Children demonstrate they are retaining skills and information more quickly and require less time to recall or revise previously learned information. Teachers report a reduced necessity in the time spent reactivating prior learning to enable new learning.

	Evidence: progress and attainment measures, PAMs documents, teacher feedback, learning walks
To improve reading habits so children choose to read for pleasure as well as engaging in competing activities.	Children's book choices develop across the period of the strategy so they choose and enjoy challenging but age-appropriate texts independently. Children read with a level of fluency that enables them to read more challenging texts with increasing independence. Evidence: pupil conferencing, Reading for Pleasure audits Fluency tracking, learning walks, Salford reading test scores
To support the emotional wellbeing of children and their families.	Children who require emotional support thrive at school because they or their families have provision that enables them to manage themselves, engage with others and participate in activities. Evidence: attendance, pupil conferencing, parent feedback, Thrive outcomes.

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.

Teaching

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on importance of oracy and effective activities. <i>INSET and staff meetings</i>	EEF – Improving literacy in Key stage 2: Speaking and Listening Creating dialogues between teacher and pupils, or between pupils, is likely to provide more extensive opportunities for pupils to articulate their thinking.	1
Planning and teaching of oracy activities with support from English leader. <i>PPA sessions</i>	Voice 21: Children with good language skills achieve better results in English and maths and have higher rates of school enjoyment and confidence. They are less likely to suffer mental health difficulties and have more job prospects. Talking about a generation: Current policy, evidence and practice for speech, language and communication Gascoigne M and Gross J (2017): Young people with poor communication skills are one and a half times more likely to have mental health difficulties.'	1

Training of staff on use of effective retention and retrieval strategies. <i>INSET and staff meetings</i>	EEF – Cognitive science approaches in the classroom: Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers have working knowledge of cognitive science principles.	2
Teaching of fluency <i>Lesson time</i>	EEF – Improving literacy in Key stage 2: Developing reading fluency Fluent readers can read accurately, at an appropriate speed without great effort. A fluent reading style allows pupils' limited cognitive resources to be spent on comprehending the text.	1
Increased book offer and scheduled library time <i>School librarian Book budget</i>	Book Trust: The wellbeing benefits of reading for children. Research shows that as children progress across the primary phase, their enjoyment of reading decreases. They miss out on the wider benefits reading can offer including wellbeing.	3

Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA led small groups for our early mathematicians who require extensive overlearning. <i>3 LSAs x 5 sessions per week</i>	Education Endowment Foundation (EEF): Teaching and learning toolkit Small group tuition targeted at pupils' specific needs and is effective as children receive greater feedback from the adult and work is more closely matched to the learners' needs. Frequent sessions lasting up to an hour typically shows the greatest impact.	2
Fluency support <i>English leader</i>	EEF – Improving literacy in Key stage 2: Developing reading fluency Fluent readers can read accurately, at an appropriate speed without great effort. A fluent reading style allows pupils' limited cognitive resources to be spent on comprehending the text.	3

1-1 Thrive sessions for identified children <i>Thrive practitioner</i>	Thrive: Thrive results in lower rates of referrals to external agencies and cost savings in terms of interventions and staff time. Improves attendance, attainment and behaviour and decreases exclusions and behavioural incidents.	4
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Wider strategies

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive for Parents <i>Practitioner training</i>	Children and Young People's Mental Health Coalition: Children from the poorest 20% of households are four times as likely to have serious mental health difficulties by the age of 11 compared to those from the wealthiest 20%.	4
Play therapy and alternative provision <i>Outside providers</i>		4
Parental support through: coffee mornings, support for attendance, referrals to the Mental Health Support Team, CAMHs etc, signpost or organise additional provision from charities and organisations, seek additional funding, signpost parent workshops. <i>Home School Link Worker and Mental Health Leader</i>		4

Total budgeted cost: £112,000

Part B: Review of the previous 3-year strategy

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Year 3 review: July 2025
<p>Challenge 1: Increased engagement in reading is reflected in increased attainment data for disadvantaged children.</p>	<p>Data indicates children with low phonic skills at the end of key stage one acquire and apply sound phonic skills and are able to engage in learning a range of reading skills. Home reading data is good and is sustained across each academic year. Reading audits show that children are choosing books which are matched to their attainment and demonstrate a love of reading. Attainment data is in line with national.</p>	<p>Phonic skills: In September 2024, 44% of the RWInc group were Pupil Premium and 17% of the Pupil Premium cohort were accessing RWInc. By March 11% of the Pupil Premium cohort was accessing RWInc, all of who were children with SEND. By May, 11% of PP cohort was accessing RWInc which included some children new to our school.</p> <p>Home reading: 60% of the PP cohort read at least 4 times per week. 15% of our PP cohort are persistent non-readers and their reading is supported in school.</p> <p>Book choices match attainment: The library stock has been upgraded to increase the books accessibility, appeal and relevance. There is a focus to encourage children to move on from graphic novels to more challenging books. Teachers continue to use 'Reading for Pleasure' sessions to introduce children to different books to increase the children's reading diet.</p> <p>Attainment data The gap in Y3 between PP and non-PP for the children without additional needs is in the PP group's favour. This is also true for our Y6 cohort. In Y5 there is a small gap. 79% of our Y6 cohort who were eligible for PP and did not have additional needs reached the expected standard at the end of the key stage.</p>
<p>Challenge 2: Children have the emotional resilience to engage in</p>	<p>Children are able to use techniques of self-regulation and use language to explain how</p>	<p>Self-regulation techniques and language: 75% of the children who access regular 1-1 Thrive sessions are in the receipt of the Pupil Premium.</p>

<p>learning successfully.</p>	<p>and why they feel the way they do. The number of reported behaviour incidents reduces. Attainment and progress data for identified children improves across their time with us. Staff and parents have a shared understanding of the need for emotional resilience.</p>	<p>The vast majority of children who attended 1-1 Thrive sessions made progress through the stages of Thrive development. The majority of children who receive 1-1 Thrive have sustained their attainment. Those that have not have not gone back in all areas and will be tracked carefully next year. Some children are now receiving a highly bespoke provision due to their high emotional need. Reduction in number of reported behaviour incidents: The number of incidents of verbal abuse to peers has reduced to 0 during the summer term. This is linked to the impact of Thrive sessions. Incidents of physical abuse to adults now only involve a very small number of children whose provision is constantly reviewed and updated as needed. The number of incidents of peer-on-peer physical abuse has dropped from 23 children to 6. Staff and parents have a shared understanding of the need for emotional resilience: 49% of PP parents attended a mental health workshop on anxiety (compared to 36% of non-PP parents) and then joined their children in class. All staff have received Thrive training.</p>
<p>Challenge 3: All children make the most of their education by being present at school each day.</p>	<p>Issues are identified swiftly and actions are implemented to improve attendance quickly. There is a clear improvement in disadvantaged children's attendance. There is no gap in attendance between disadvantaged and non-disadvantaged children.</p>	<p>Issues identified and actions in place: As a result of weekly tracking of children with attendance below 90%, issues are picked up, actioned and monitored. Teachers phone parents to discuss attendance as the first action. There have been punctuality workshops and attendance workshops. Improvement in attendance for disadvantaged pupils: The number of PP children for who attendance is an issue is improving but the gap is not yet closing. The gap between PP and non PP attendance is 3.7% on average. Improvement in attendance for pupils with challenging attendance:</p>

	Individuals with challenging attendance show a marked improvement.	A handful of children are particularly affecting the figure and their attendance is monitored daily. Our home school link worker is highly effective in supporting families with attendance and punctuality issues.
Challenge 4: Disadvantaged children with additional needs receive high quality provision through quality first teaching and interventions.	<p>Teaching in reading, writing and maths is skilful and is matched to the learning needs of each child.</p> <p>Interventions are appropriate, well taught and show progress. Measures are taken regularly to ensure they are being successful.</p> <p>Personalised learning programmes support the progress of children through the attainment of small steps of identified learning.</p> <p>Where children are working significantly below their chronological age, data shows progress is good.</p>	<p>Teaching in reading, writing and maths is matched to the needs of each child:</p> <p>Within classes there is evidence of the use of visual task planners, flexible groupings and relevant scaffolding.</p> <p>Interventions and Personal Learning Plans show progress:</p> <p>The majority of interventions had a positive impact on the progress of the children who participated. Where progress is slow, swift action is taken by the SENDCO to alter provision as necessary.</p> <p>PLPs are regularly updated by both teachers and LSAs and are communicated with parents.</p> <p>Children working significantly below their chronological age make good progress:</p> <p>Children are assessed on the Hampshire Assessment Model at the year they are working within. Progress through the domains is recorded and monitored termly. Where progress is slow or stalled, the SENDCO has met with teachers to set targets to address the identified need. The educational psychologist is also deployed for further assessments where appropriate.</p> <p>It is also noticeable that where there has been good progress this, our HSLW has helped with children's readiness to learn.</p>
Challenge 5: Children access opportunities and activities that support their education and wellbeing.	<p>There is a large take up from disadvantaged children in after school clubs and activities.</p> <p>All children access Y6 residential.</p>	<p>Children access opportunities and activities that support their education and wellbeing:</p> <p>Autumn term 26%</p> <p>Spring and Summer terms 19%.</p> <p>As a result of conferencing children, changes put in place for applying for clubs and better promotion of clubs early in the year. Also, children who did not do a club this year will be targeted next year.</p> <p>Over 90% of our Y6 disadvantaged cohort attended the residential. Some received</p>

		bursaries from a local charity. Over 70% are expected to participate in January 2025.
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Further information (optional)

Tracking parents evening, school activities attendance, increase in EAL, particular cohorts

