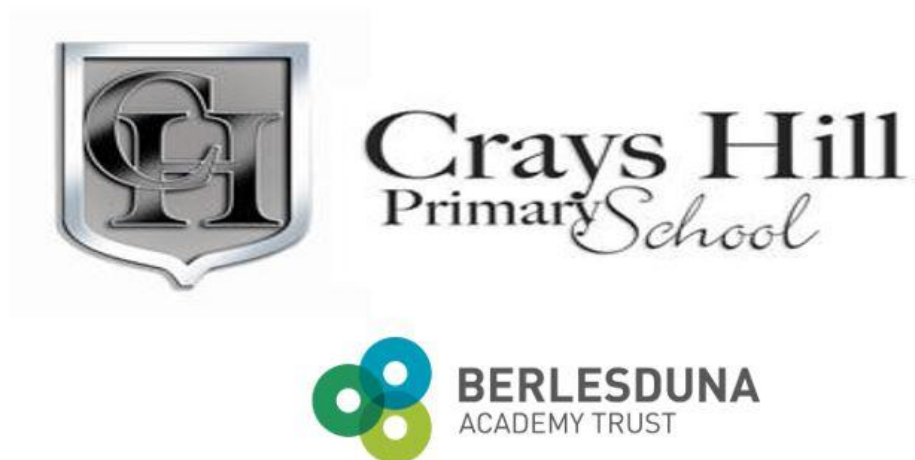


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery 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	81
Proportion (%) of pupil premium eligible pupils	92.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hayley Dyer
Pupil premium lead	Hayley Dyer
Governor / Trustee lead	Tosca Boothman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109 080
Recovery premium funding allocation this academic year	£0

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>Total budget for this academic year</p> <p><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></p>	<p>£109 080</p>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background, school experience or attendance, 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.

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 reading, writing and maths. We organise our lessons into small group sessions targeted at the children's current ability in these key areas. For us 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. For those children that need further support over and above this we provide targeted support through 1-1 or very small group tutoring and intervention, provided by a qualified teacher within the school and well supported by a highly qualified LSA.

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 (PIXL and TA), 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
- have a clear process for identifying those pupils with the highest need and the targeted support that they require.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and language</u> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, vocabulary among disadvantaged pupils, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	<u>Phonics and reading</u>

	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers across the school few children are working within age related expectations even though more are identified as making good progress.
3	<u>Writing</u> Internal assessments indicate that writing attainment among disadvantaged pupils is equal to that of non-disadvantaged pupils, however for both groups' attainment is well below age related expectations. On entry to Reception class our disadvantaged pupils arrive well below age-related expectations in writing
4.	<u>Maths</u> Internal assessments indicate that maths attainment among disadvantaged pupils is equal to that of non-disadvantaged pupils, however for both groups attainment is well below age related expectations. On entry to Reception class our disadvantaged pupils arrive well below age-related expectations in maths
5.	<u>SEMH</u> Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6.	<u>Attendance</u> For some children, attendance is lower, therefore gaps are not being closed and can increase as missing further lessons. This impacts on progress and attainment, particularly in core subjects.

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
1. Improved oral language skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, vocabulary among disadvantaged pupils. Including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved phonics score	Phonics outcomes show that disadvantaged pupils meet expected standards where attendance allows. Children who join the school in higher year groups with limited or non-existent previous schooling, follow the phonics programme too, albeit usually at an accelerated pace. This has proved to be the best way to close the gap as quickly as possible.
3. Improved reading attainment among disadvantaged pupils.	Reading outcomes show that a further targeted group of disadvantaged pupils meet the expected standard. Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.
4. Improved writing attainment for disadvantaged pupils.	Writing outcomes show that a further targeted group of disadvantaged pupils met the expected standard. Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.

<p>5. Improved maths attainment for disadvantaged pupils.</p>	<p>Maths outcomes show that a further targeted of disadvantaged pupils met the expected standard.</p> <p>Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.</p>
<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations</p> <ul style="list-style-type: none"> · a significant reduction in bullying - a decrease in logged minor behaviour incidents - individual pupil records show a decrease in SEMH incidents

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: £ 76 837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics/ Reading</p> <ul style="list-style-type: none"> • All staff to complete RWInc training £2000 • RWInc resources to support session £3200 • Dedicated RWInc manager <ul style="list-style-type: none"> ○ Supporting all staff planning, training, mentoring and next steps ○ Managing groups and ensuring every child is well placed to achieve the best learning ○ Reviewing pupil progress regularly to ensure expected or better progress is being made. <p>£54 042</p> <ul style="list-style-type: none"> • Daily RWInc small groups sessions <ul style="list-style-type: none"> ○ All teachers and LSAs to lead a 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ol style="list-style-type: none"> 1. 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. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	<ol style="list-style-type: none"> 2. Improved phonics score 3. Improved reading attainment

<p>RWInc group daily</p> <ul style="list-style-type: none"> ○ Prep time for LSAs to plan and resources lesson ○ LSA marking time after a session. <p>£23 208 (£70 837)</p>		
<p>Maths</p> <ul style="list-style-type: none"> • Streamed maths groups to target learners at their ability rather than age related • Highly support by effective LSA interaction <p>£6000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ol style="list-style-type: none"> 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention 	<ul style="list-style-type: none"> • 5. Improved maths attainment for disadvantaged pupils.

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

Budgeted cost: £ 34 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Speech and language Interventions</u></p> <p>LSA delivering small group/ 1-1 interventions and providing advice and feedback where appropriate.</p> <p>3 x afternoons per week and targeted EYFS support (£7000)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, these supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. 	<p>1. Improved oral language skills</p>
<p><u>Phonics/Reading/ Writing (KS1)</u></p> <p>LSA timetabled to give additional 1-1/ small group phonics/ reading/ writing boosters (£4000)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small 	<p>2. Improved phonics score</p> <p>3. Improved reading attainment among disadvantaged pupils.</p> <p>4. Improved writing attainment for disadvantaged pupils.</p>

	<p>groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, these supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	
<p>Maths/ Reading /Writing (KS2)</p> <ul style="list-style-type: none"> LSA interventions linked to class teaching (£3000) Class teacher to support small group maths and English and challenge and support KS2 pupils and 'fill gaps' due to mobility. (£20000) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, these supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>5. Improved maths attainment for disadvantaged pupils.</p> <p>3. Improved reading attainment among disadvantaged pupils.</p> <p>4. Improved writing attainment for disadvantaged pupils.</p>

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

Budgeted cost: £35,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH</p> <p>Behaviour and learning support mentor recruited and supporting children in whole class, small group and 1-1</p> <p>Behaviour and learning support mentor providing advice and strategies to class teachers and LSAs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively</p>	<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>

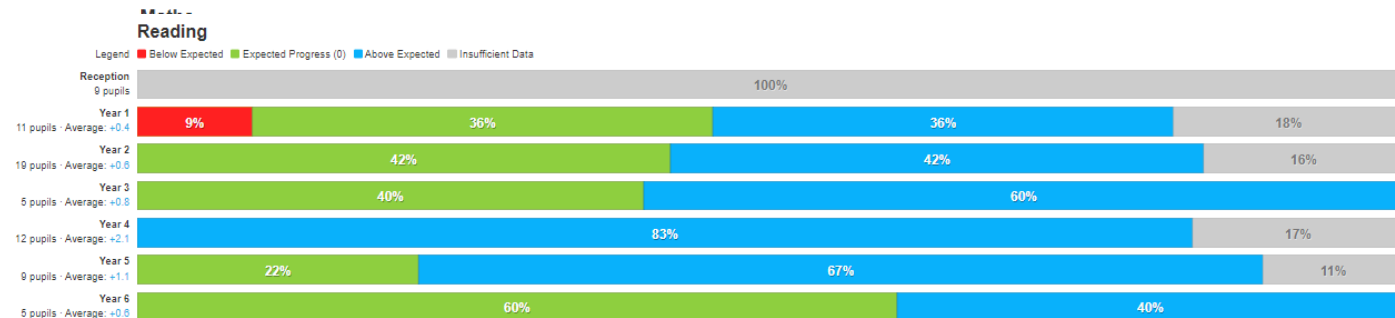
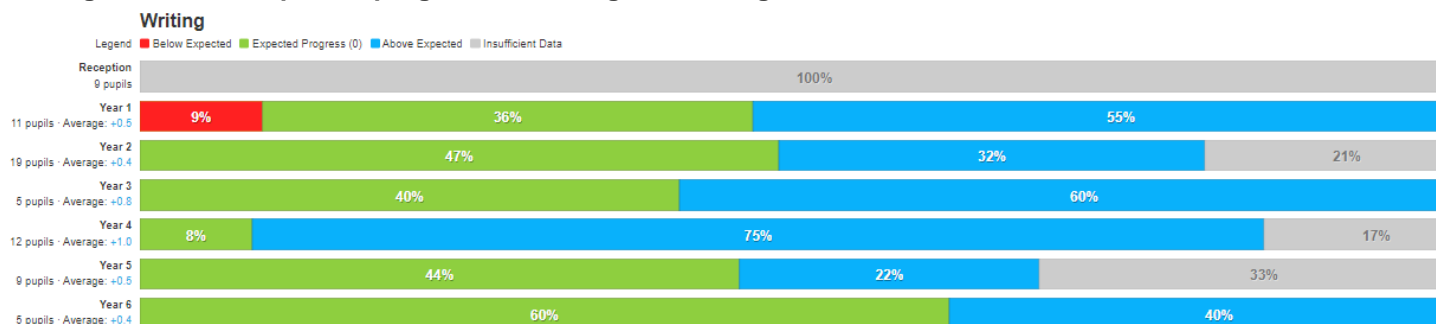
<p>£33 274</p> <p>Continue to consistently apply behaviour policy, rewards and sanctions across the whole school.</p> <p>£500</p>	<p>manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
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Total budgeted cost: £ 146 611

Part B: Review of the previous academic year 2024-25

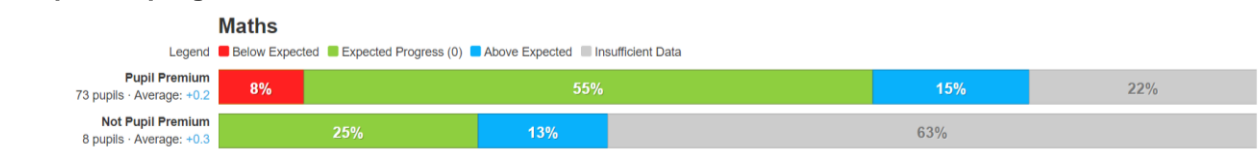
Outcomes for disadvantaged pupils

Pupils make expected progress in reading and writing, in relation to their attendance, with an increasing number making better than expected progress in reading and writing.



- School data shows that nearly all children made expected or better progress with reading and writing.
- RWInc continues to be the most effective system to support all our pupils, regardless of age or attendance, become confident readers and writers.
- Staff are all well trained and supported by the RWInc manager.
- Children all receive appropriate intervention.
- In the chart above, the pupil in year 1 who did not make expected progress in reading and writing, attended school for 15% of this academic year.

Pupils make expected progress maths, in relation to their attendance, with an increasing number making better than expected progress



- School data shows that nearly all children made expected or better progress with maths

Pupil behaviour and well being

Pupil, staff and parent questionnaires all indicated that all stakeholders viewed behaviour to be good. Qualitative data – staff meeting discussions, Trust reviews and Ofsted all reported that although there is some small groups of children that cause difficulties they are well managed and well contained by well trained staff and through the impact the Behaviour and learning support manager has had on school life.

Attendance

Many of our children continue to Travel. However, school continues to monitor progress rigorously and challenge attendance that is not school policy. When Travelling is removed from our attendance analysis

attendance % increases to 77%. Whilst we are aware that this is still not in line with National expectations, we continue to liaise closely with families to support them with attendance.