



Pupil Premium Report 2025/2026

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	166
Proportion (%) of pupil premium eligible pupils <i>October 2024 census</i>	FSM 21% (35 children) Service 0.6% (1 child) PLA 1% (2 child)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Joanne O'Connor
Pupil premium lead	Joanne O'Connor
Governor lead	Dagmara Kahane

Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	£58,635
Recovery premium funding allocation this academic year	£0
Pupil premium carried forward	£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>	£58,635

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2025/2026:

- £1,515 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £350 per service pupil eligible in the last 6 years.
- £2,630 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

Rationale for Pupil Premium Spending 2025/2026

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding as appropriate.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To ensure pupils eligible for pupil premium have access to high quality inclusive teaching (HQIT) and support from well-trained adults to meet their social, emotional and academic needs.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Pay for swimming, after school clubs and school trips so that the children can fully participate without additional pressure placed on families, and therefore raise their self- esteem and life experiences.
- Give opportunity to access other agencies such as Play Therapy/OT/Speech Therapy when necessary.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under- performance is evident.

Strategy for the school's use of Pupil Premium Grant

The funding received from PPG will be used under the direct strategic leadership of the Headteacher to ensure pupils are identified promptly and appropriate support put in place. Additional responsibilities:

Senior Administrative Officer:

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding through monthly reports to governors.

Class teachers:

- Identify and list pupils in each class
- Ensure learning support assistants (LSAs) are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Use Spot Check pro-forma to report monthly to Headteacher any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Attend training to further develop quality first teaching.

Governors:

Governors review and monitor the impact of pupil premium funding. They receive a written report of PP spending at each Governors meeting in the Headteacher's report.

Progress and impact of pupil premium funding on attainment are monitored by the Governor Data Committee who meet at two milestone points during the school year.

Key Principles

We provide a culture where:

- We deliver a mastery curriculum where all children can achieve
- We believe children's emotional well-being is a pre-cursor to academic achievement
- Underperformance is challenged and interventions are planned to overcome barriers
- A growth mindset is vital to enable children to become 'Visible learners'
- Staff are involved in the analysis of data so they are fully aware of the strengths and weaknesses across the school
- A wide range of data is used- achievement data, pupil's work, observations, learning walks, staff, parent and pupil voice
- HQIT is expected at all times so that all children receive at least good teaching, with increasing evidence of outstanding teaching
- LSAs are supported by teachers and the SENCo to deliver interventions that have a measurable impact from relative starting points.
- We will work with other agencies to bring in additional expertise

- Regular feedback about performance is given to parents with the opportunity for teachers to meet with parents more frequently if required.

Challenges

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

Challenge number	Detail of challenge <i>based on assessments, observations and discussions with pupils and parents</i>
1	Assessments, observations and discussions with pupils indicate some PP children enter school with underdeveloped characteristics of key learning behaviours including curiosity and willingness to 'have a go'. This impacts all areas of the curriculum in EYFS and KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation
2	Assessments, observations and discussions with pupils indicate some PP children require social and emotional support and this can impact on behaviour and attitudes both in the classroom and on the playground. This can negatively impact their academic development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning
3	Assessments, observations and discussions with pupils indicate some PP children enter school with gaps in key skills in oral language development and vocabulary gaps. This can negatively impact their academic development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053
4	Some of our children from disadvantaged backgrounds are less likely to attend after school clubs or extra-curricular clubs which contribute to cultural capital.
5	Some PP children have low attendance which impacts their life chances.

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 will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY. Emotional wellbeing supported through My Happy Mind and ELSA	PP children will feel safe, secure and understand their emotions at an age appropriate level, therefore able to join in learning. PP children attend school clubs enabling them to develop their social and emotional intelligence including access to cultural capital (trips/theatre visits etc.)
Higher rates of progress for pupils with lower prior attainment in reading, writing and maths	% PP children achieve ARE/ARE+ in reading, writing and maths at the end of KS1. % PP children who pass the phonics screening in Year 1 will be in line with all pupils. Targeted support will be available to meet specific barriers to learning including spoken language development ensuring that children make measured progress relative to their starting points.
Strong parental support and engagement with school.	PP children read regularly at home and complete homework tasks. Parents attend school meetings/events. Parents feel confident to seek support when required from school or external agencies such as Early Help Hub. Parents understand that low attendance will be challenged.
All children will receive High Quality Inclusive Teaching (HQIT) and interventions led by trained teachers/staff	Barriers are quickly identified and appropriate interventions enable children to make progress towards ARE.
All children will have opportunity to develop their cultural capital	All children who wish to attend clubs will be able to do so.

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: £0 school uses Primary Behaviour Support Service

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD What are behaviours telling us?</p> <p>Strategies shared with parents so shared approach from school and home</p>	<p>Maslow’s hierarchy of needs indicates that if children’s are not met they will not make progress.</p>	<p>All</p>

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

Budgeted cost: £30,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Inclusive Teaching (HQIT) for children in the first instance supported by small group and 1:1 interventions with teachers or LSAs, planned and impact measured by class teachers, SENCo and SMT.</p>	<p>EEF Toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)- Teachers should be delivering most HQIT. School evidence is measured in monthly spotcheck analysed by SMT and SENCo.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1 2 3 4 5</p>

Support for reading, phonics, handwriting and maths. Individual BRP intervention £18,545		
Speech & Language Therapy from professional agency £12000	EHCP School action targets	2 3 5

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

Budgeted cost: £28,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind £1890 ELSA £19,000	Maslow's hierarchy of needs. EEF recommendation Improving Social and Emotional Learning in School links to positive outcomes in later life.	1 2
Funding Support for families: Milk £1200 After school/holiday clubs £3000 Trips and events £3000	As above 100% of children enjoy coming to school and have equal access to all learning and social opportunities, develop their self-esteem and grow in confidence	All

Total budgeted cost: £49,880

Part B: Review of the previous academic year 2024/2025

Pupil premium strategy outcomes

To be published by December 2025

Intention	Implementation	Impact	Cost																																						
Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY.	<p>High Quality First Teaching</p> <p>ELSA/LSA Support= £22985.51</p> <ul style="list-style-type: none"> ➤ Small group ➤ 1:1 <p>My Happy Mind=£1857.60</p> <p>Play Therapy</p> <ul style="list-style-type: none"> ➤ 1 child=£2089.61 	<p><u>Year 2</u></p> <p>End of year data- no statutory requirement to report</p> <table border="1"> <tr> <td></td> <td>2024/2025 14 children</td> </tr> <tr> <td></td> <td>% ARE/ARE+</td> </tr> <tr> <td>Reading</td> <td>64%</td> </tr> <tr> <td>Writing</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>43%</td> </tr> </table> <p>Phonics Retest 72.7% passed test</p> <p><u>Year 1</u></p> <table border="1"> <tr> <td></td> <td>2024/2025 11 children</td> </tr> <tr> <td></td> <td>% ARE/ARE+</td> </tr> <tr> <td>Reading</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>60%</td> </tr> </table> <p>Phonics screening 82% passed test</p> <p><u>Year R 16 children</u></p> <p>GLD 38%</p> <table border="1"> <tr> <td></td> <td>2024/2025 16 children</td> </tr> <tr> <td></td> <td>% ARE/ARE+</td> </tr> <tr> <td>Reading</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>38%</td> </tr> <tr> <td>Maths</td> <td>56%</td> </tr> </table>		2024/2025 14 children		% ARE/ARE+	Reading	64%	Writing	21%	Maths	43%		2024/2025 11 children		% ARE/ARE+	Reading	55%	Writing	55%	Maths	60%		2024/2025 16 children		% ARE/ARE+	Reading	50%	Writing	38%	Maths	56%	£26932								
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Higher rates of progress for pupils with lower prior attainment in reading, writing and maths	<p>High Quality First Teaching Training</p> <p>Small group interventions</p> <p>Phonics interventions</p> <p>SNA/LSA</p> <ul style="list-style-type: none"> ➤ Small groups ➤ 1:1 	<p><u>Year 2 14 children</u></p> <table border="1"> <tr> <td rowspan="2">End EY Score 1</td> <td colspan="3">End of KS1</td> </tr> <tr> <td>1 ch</td> <td>On track</td> <td>Accelerated Progress</td> </tr> <tr> <td>Reading</td> <td>11%</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>91%</td> <td>9%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>100%</td> <td></td> </tr> </table> <table border="1"> <tr> <td rowspan="2">End EY Score 2</td> <td colspan="3">End of KS1</td> </tr> <tr> <td>1 ch</td> <td>On track</td> <td>Accelerated Progress</td> </tr> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>66%</td> <td></td> </tr> <tr> <td>Maths</td> <td>11%</td> <td>67%</td> <td></td> </tr> </table>	End EY Score 1	End of KS1			1 ch	On track	Accelerated Progress	Reading	11%	44%	56%	Writing	9%	91%	9%	Maths	20%	100%		End EY Score 2	End of KS1			1 ch	On track	Accelerated Progress	Reading	20%	60%	20%	Writing	33%	66%		Maths	11%	67%		£2131.82
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<p>Team Teach Training</p> <p>National College Training</p> <p>WIDGET</p> <p>Books</p>	<ul style="list-style-type: none"> ➤ 3 staff members= £489.00 ➤ CPD for 10 teachers=£1195.20 ➤ Software for whole school =£295.00 ➤ For whole school=£471.90 	<p><u>Year 1 11 children</u></p> <table border="1" data-bbox="770 398 1193 562"> <thead> <tr> <th rowspan="2">End EY Score 1</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>100%</td> <td></td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="770 589 1193 752"> <thead> <tr> <th rowspan="2">End EY Score 2</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>10%</td> <td>70%</td> <td></td> </tr> </tbody> </table> <p>1 Service</p> <table border="1" data-bbox="770 801 1193 965"> <thead> <tr> <th rowspan="2">End EY Score 2</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td></td> </tr> </tbody> </table>	End EY Score 1	End of Year 1			1 ch	On track	Accelerated Progress	Reading	25%	100%		Writing	20%	100%		Maths	100%	100%		End EY Score 2	End of Year 1			1 ch	On track	Accelerated Progress	Reading	14%	71%	14%	Writing	17%	100%		Maths	10%	70%		End EY Score 2	End of Year 1			1 ch	On track	Accelerated Progress	Reading	100%	100%		Writing	100%	100%		Maths	100%	100%		
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<p>Enrichment Opportunities to develop self-esteem:</p> <ul style="list-style-type: none"> • Clubs • Special events 	<p>Swimming lessons</p> <ul style="list-style-type: none"> ➤ 45 children= £652.35 <p>Zoolab</p> <ul style="list-style-type: none"> ➤ 10 children= £85.00 <p>TAFF Events</p> <ul style="list-style-type: none"> ➤ 25 children= £113.00 <p>Drama Workshops</p> <ul style="list-style-type: none"> ➤ 22 children=£145.60 <p>Chicks in school</p> <ul style="list-style-type: none"> ➤ 14 children=£79.80 <p>Pantomime</p> <ul style="list-style-type: none"> ➤ 35 children=£437.50 <p>Internet safety/Anti Bullying workshops</p> <ul style="list-style-type: none"> ➤ 35 children=£1140 <p>Wellington Country Park</p> <ul style="list-style-type: none"> ➤ 14 children= £291.20 <p>Jam Coding</p> <ul style="list-style-type: none"> ➤ 7 children=£344.75 <p>Boogie Pumps</p> <ul style="list-style-type: none"> ➤ 16 children=£1313.50 <p>Supersportz</p> <ul style="list-style-type: none"> ➤ 2 children=£132.00 <p>CM Sports</p> <ul style="list-style-type: none"> ➤ 4 children £360.00 <p>KOOSA Kids holiday clubs</p> <ul style="list-style-type: none"> ➤ 2 children =£174.00 	<p>100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.</p>	<p>£5268.70</p>																																																									
<p>Milk</p>	<p>20 children=£766.08</p>	<p>Children are able to access a valuable source of nourishment enabling them to thrive.</p>	<p>£766.08</p>																																																									

Speech Therapy	1:1 sessions ➤ 8 children= £14,748.40	100% of children met S&L targets	£14,748.40
Uniform	Book bags ➤ 6 children=£33.00	100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.	£33.00
TOTAL			£49,880

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
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information

Measure	Details	Impact
How did you spend your service pupil premium last academic year (1 child)	See above	On track at end of Y1 from end EY