

Pupil Premium Strategy Statement – Spalding Parish Church of England Day School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

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	538
Proportion (%) of pupil premium eligible pupils	29.4%
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 with a clear evaluation of the impact of the strategies used in the previous academic year).	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	March 2026
Statement authorised by	Diane Mulley
Pupil premium lead	Emily Hill
Governor / Trustee lead	Vicky Matthews (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,111.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£238,111.00

Part A: Pupil Premium Strategy Plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the Pupil Premium Strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

At Spalding Parish, we aim to be an outstanding inclusive church school embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and cooperating with the Holy Spirit for the flourishing of every person through the principles of wisdom, hope, community and dignity.

Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.

Our Christian values-based school celebrates curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all we do. Our children learn to become resilient and self-assured in a safe, inclusive and nurturing community. Everyone, including the most vulnerable, is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Strategy supports all children who are vulnerable, including those who are already high attaining. Strategies include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- Ensure all pupils are challenged in their learning and learning activities and there are no 'capped ceilings' on learning;
- Be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be;
- Adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment);
- Act early to intervene at the point need is identified;
- Address any further barriers as soon as they arise to mitigate against any additional negative impact on progress;
- Utilise a whole school commitment in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve - First and Best!

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches through the period of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, book study, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many eligible pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our eligible pupils than our non-eligible pupils, particularly within Key Stage 1.
2	<p>Assessments, observations, and discussions with pupils suggest 29% of eligible pupils did not meet the expected standards in phonics. Subsequently this negatively impacts their development as readers, as well as their accessibility in other curriculum areas.</p> <p>Internal and external assessments (both formative teacher assessment and summative) indicate that reading attainment among eligible pupils is below that of non-eligible pupils, specifically within Year 1, Year 3, Year 4 and also linked to improving outcomes within Year 6.</p>
3	<p>Internal and external assessments (both formative teacher assessment and summative) indicate that maths attainment among eligible pupils is below that of non-eligible pupils, specifically within Year 6 and also for those achieving a higher standard across Key Stage 2.</p> <p>On entry to EYFS in the last 3 years, between 35-40% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.</p>
4	<p>Internal and external assessments (both formative teacher assessment and summative) indicate that writing attainment among eligible pupils is below that of non-eligible pupils, specifically within Year 1, Year 3, Year 4 and also linked to improving outcomes within Year 6.</p> <p>On entry to EYFS class in the last 3 years, between 50-55% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self esteem and a lack of enrichment opportunities at home. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for pastoral support remain relatively high. Over 5% pupils (55% of whom are disadvantaged) currently receive additional support with social and emotional needs directly with the pastoral team, in addition to in class support.</p>

6	<p>Our attendance data indicates that attendance among eligible pupils, whilst more or less in line with non-eligible pupils, still remains lower than our school target for attendance. As such it remains an area of focus.</p> <p>20% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in some instances.</p>
7	<p>Emotional readiness for learning can also be a barrier to progress for our eligible pupils as a result of both personal and environmental issues. This has resulted in some gaps in knowledge resulting in some pupils falling behind age-related expectations. In correlation with this, some pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more), particularly within Key Stage 1 and Lower Key Stage 2.</p> <p>Some pupils who are disadvantaged can find it harder demonstrate metacognitive strategies and to self-regulate.</p>
8	<p>The proportion of children in receipt of PP who speak EAL has risen. A large proportion of these children are not yet meeting end of year expectations.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and phonics attainment among disadvantaged pupils.	<p>Phonics outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS1 reading outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS2 reading outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p>

Improved maths attainment among disadvantaged pupils.	<p>EYFS maths outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS1 maths outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS2 maths outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p>
Improved writing attainment for disadvantaged pupils.	<p>EYFS writing outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS1 writing outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS2 writing outcomes in 2027/28 show that outcomes for eligible pupils are improving and exceed National figures for all.</p>
Sustained improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil wellbeing surveys, parent surveys, teacher observations; • Behaviour incidents are rare; • Continued high levels of participation in enrichment activities, particularly among eligible pupils.
Sustained improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils and the attendance figure for all pupils, both eligible and non-eligible are at least in line with national figures, with attendance of eligible pupils in line with attendance of all; • The percentage of all pupils and eligible pupils who are persistently absent is below national PA figure for both with no gap evident between PA figure for eligible pupils and for all.
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> • Pupils are able to articulate learning that has been retained in long term memory; • Tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned; • Eligible pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning; • Eligible pupils are able to show an increased level of concentration for longer periods of time;

	<ul style="list-style-type: none"> • Eligible pupils and teachers are able to provide examples where the children persevered with a challenging task; • There is a noticeable increase in the quality and quantity of work as pupils progress across the year.
To support pupils with additional complexities to meet age related expectations, including pupils who may be disadvantaged but also speak English as an additional language	Outcomes in 2027/28 show that outcomes for identified pupils are improving.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £130,266.00

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1,2,3,4	<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>£6017.00</p> <ul style="list-style-type: none"> - LA Moderation training (£800.00) - Moderation re-lease time (£1554.00) - Moderation of practice (in school, within or across hubs schools) (£1554.00) - T&L Lead to run moderation sessions (£2109.00) 	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts need for teachers to think deeply about assessment.</p> <p>Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Accurate teacher assessment that does not wholly rely on test outcomes requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that results of a test don't always reflect pupils' progress and attainment seen within classroom.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

1,2,3,4, 8	<p>Training and release time to support high quality teaching and learning, including feedback policies and practices and to carry out fortnightly conference feedback with disadvantaged children. £26228.00</p> <ul style="list-style-type: none"> - TA CPD (£2109.00 – 5 days T&L Lead) - Monitoring practice (£4995.00 - 2 day per term T&L Lead) - Coaching (£7992.00) 18 days T&L Lead + (£8468.00) 0.5 hours a week coaching for each teacher - Pupil conferencing – 20 hours HLTA cover (£2664.00 – release time) - PP children first ethos - Share, monitor and review good practice/use of evidence-based strategies <p>Total £32,245.00</p>	<p>Different methods of feedback can be effective and should not be limited exclusively to written marking. Verbal feedback studies show slightly higher impacts overall. Impacts highest when feedback delivered by teachers.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	
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1,2,3,4,8	<p>Purchase of standardised diagnostic assessments. (Pira, Puma and GPS) £4851.00</p> <p>Termly updates re assessment including use of Insight. Time for Assessment Lead to review assessments/diagnostic information with CTs plus outcomes for eligible pupils are improving and exceed National figures for all. £3663.00</p> <p>Total £8514.00</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1,3,4,8	<p>Fund ongoing training and release time for EYFS staff to maximise learning</p> <p>Opportunities to observe good practice across the hub. £500.00</p> <p>Update resources so that the provision includes all 7 areas of development that enriches adult-child interaction in the outdoor area. £1200.00</p> <p>Bespoke training to ensure consistent approach to meeting children's needs</p>	<p>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</p> <p>https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-down-load.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	(In school professional development). £600.00		
	Total £2300.00		
1,2,3,4,8	<p>Embedding explicit teaching of vocabulary and language across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. £21854.00</p> <ul style="list-style-type: none"> - Peer Observations (£1887.00 – Weekly release time – schedule in place) - Reading language resources (£600.00 – Widget) - (£600.00 – Additional Language resources) - Active Spelling CPD/Resources and follow up support (£396.00 – release time further CPD/review) (£500.00 – Resources) - Subject Leader/ Curriculum Leader Time (£6762.00) - SENCo Time (£2109.00) - Further development of the Literature Spine (£5000.00) 	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</p>	

	<ul style="list-style-type: none"> - CPD/Coaching (£1500.00) - Subject Leader Time (£2500.00) Reading Lead/T&L Lead/ Curriculum Lead <p>We will fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p> <p>£2840.00</p> <ul style="list-style-type: none"> - Ongoing CPD/Release Time <p>Total £24,694.00</p>		
1,2,8	<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £7662.00</p> <ul style="list-style-type: none"> - Subscription to RWI and related resources, including newly released non-fiction books (£4365.00) - CPD linked to Phonics (£3297.00) <p>Address any vocabulary deficits through early language acquisition and phonic development</p> <p>£6109.00</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<ul style="list-style-type: none"> - Subject Leader time (£4000.00) - SENCo time (£2109.00) <p>Total £13771.00</p>		
1,2,4,8	<p>Enhancement of our English curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>£2500.00</p> <ul style="list-style-type: none"> - Early transcription follow up work/coaching/CPD (£1000.00) - Trust English Subject Leader Termly CPD (£1500.00) – Course costs/cover for Reading and Writing lead - Whole school CPD linked to reading and writing <p>We will fund teacher release time to embed key elements of guidance and to access English Hub resources/CPD.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Subject Leader Time 	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/evidence/guidance-reports/literacy-ks2</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>£1000.00</p> <p>Total £5500.00</p>		
1,3,8	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>£2700.00</p> <ul style="list-style-type: none"> - Mastering Number resources (£1500.00) - Whole school CPD linked to approach to Maths (Within planned inset) - Peer observations/Sharing of good practice in house (£500.00) - Trust Maths Subject Leader Termly CPD (£700.00 – Course costs/cover) 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£2800.00</p> <ul style="list-style-type: none"> - Subject Leader Time <p>To ensure children in all classes have access to high quality concrete maths resources.</p> <p>£1000.00</p> <p>Total £6500.00</p>		
5,7	<p>Improve the quality of social and emotional (SEL) learning.</p> <p>£8000.00</p> <ul style="list-style-type: none"> - CPD led by SLT/SEMH Lead/External (£500.00) - CPD for Pastoral Lead (£500.00) - Mental Health and Well-Being support for staff/pupils (SENCO time) (£7000.00) <p>SEL approaches will be embedded into practices and supported by professional development and training for staff.</p> <p>£3600.00</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	

	<ul style="list-style-type: none"> - SEMH support for pupils at lunchtime (Pastoral Lead/SENCo) (£3000.00) - SEMH resources (£600.00) <p>Total £11600.00</p>		
1,2,3,4,8	<p>Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development, embedding of T&L toolkit) £25142.00</p> <ul style="list-style-type: none"> - Whole school CPD line to SIP priorities - PP Champion to ensure PP high profile with clear focus on monitoring and review (£7200.00 – 0.5 day a week) - T & L lead driving improvements within QFT (£7200.00 – 0.5 day a week) - Bespoke mentoring and coaching (£7200.00 – 0.5 day a week) - Participation in work with Sue Arnold focused on vulnerable pupils 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval</p>	

	<p>(£1042.80)</p> <ul style="list-style-type: none"> - Subject/Curriculum Lead time (£2000.00) - SEMH resources (£500.00) <p>Total £25142.00</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 63,945.75

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1,2,8	<p>Implement Reading Fluency Program focused on Reading ensuring that children are developing their reading skills and are able to read fluently and understand the text</p> <p>£17638.30</p> <ul style="list-style-type: none"> - Relevant staff – CTs/Tas/ trained in delivering interventions (£666.00 – CPD/cover/release time to train others) - Bespoke resources to 	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarizing or identifying key points; using graphic or</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<p>support specific interests (£500.00 – Resources)</p> <ul style="list-style-type: none"> - Learning with Parents digital reading log (£500.00) - Reading resources (£4317.30) - Pre Teaching/Post teaching – 121/small group sessions (£4995.00 – Release time within year groups to deliver sessions) - Reading Intervention – 121/small group sessions (£6660.00) <p>Total £17638.30</p>	<p>semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
1,2,8	<p>Funding for key staff to deliver the Neli programme so that the school can increase its capacity to support and meet the communication needs of all pupils, but especially those disadvantaged children who may also have SLCN or are EAL.</p> <p>£2220.00</p> <p>Total £2220.00</p>	<p>Neli addresses the impact of poor language skills on children's success in school.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1,2,8	<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£6550.00</p> <ul style="list-style-type: none"> - Phonics intervention (£5550.00) - Phonics resources 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	(£1000.00) Total £6550.00		
1,2,3,4,8	<p>Provide a blend of tuition, mentoring and school-led tutoring for identified pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£19,552.45</p> <ul style="list-style-type: none"> - Pupil conferencing (£6660.00) - After school boosters/ interventions based on need (£5172.45) - Third Space Intervention (£6000.00) - Training for Thrive interventions (£1720.00) <p>Total £19,552.45</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1,2,3,4,8	<p>Pre and post teaching interventions.</p> <p>£14985.00</p> <ul style="list-style-type: none"> - Pre Teaching (£10,000.00 – daily sessions for identified pupils) - Post Teaching (£4985.00 – input to respond to 	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p>	

	needs) Total £14985.00	Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	
1,2,3,4,8	Purchasing of equipment £3000.00 Total £3000.00	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	

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

Budgeted cost: £42,837.54

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
5,7	Whole staff training on mental health and wellbeing including relevant approaches with the aim of developing our support for all and improving social and emotional skills across school. £7500.00 - Ongoing mental health training (£6000.00)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	End of Spring term: Summer term: Autumn term 2026:

	<ul style="list-style-type: none"> - Parental support for SEMH (£1000.00) - Pastoral enrichment club (£500.00) <p>Total £7500.00</p>		
6	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£9435.00</p> <ul style="list-style-type: none"> - Attendance Officer work (£4440.00 – 5 hrs per week) <p>Supplementary Attendance Work by Attendance Lead (SAP meetings, etc.) (£4440.00)</p> <ul style="list-style-type: none"> - LA Attendance Support Offer (£555.00) <p>Total £9435.00</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
1,2,3,4,5,7,8	<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning.</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>End of Spring term:</p> <p>Summer term:</p>

	<p>£4440.00</p> <ul style="list-style-type: none"> - Parish Parents Support Sessions linked to Positive Regard (£4440.00 – SLT time) <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>£2220.00</p> <ul style="list-style-type: none"> - Parental support (£2220.00 – ½ day a week) <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents. Focus on supporting academic achievement and highlighting the opportunities available for their children.</p> <p>£4440.00</p> <ul style="list-style-type: none"> - Structured Conversations (£4440.00 – Release Time) <p>Total £11100.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>Autumn term 2026:</p>
5,6,7,8	<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p>	<p>End of Spring term:</p> <p>Summer term:</p>

	<p>visit a city or art gallery. £4795.00</p> <ul style="list-style-type: none"> - Enrichment activities (£515.00) - World of Work initiative including relevant visits and Careers Day (£4280.00 – PP Lead time plus funding for enrichment element) <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents. £2220.00</p> <ul style="list-style-type: none"> - Increase participation funding (£2220.00) <p>Total £7015.00</p>		Autumn term 2026:
1,2,3,4,5,6,7,8	<p>Purchasing of equipment, such as technology devices or other equipment to support learning. £2732.54</p> <ul style="list-style-type: none"> - Uniform/Parish Pioneer Provision (£304.27) - Licences (£2428.27) <p>Total £2732.54</p>	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	
5,6,7,8	<p>Resources/support linked to positive playtimes project. £5055.00</p> <ul style="list-style-type: none"> - Resources (£4500.00) - Pastoral Enrichment (£555.00) <p>Total £5055.00</p>		

	Contingency fund for acute issues. £1061.71	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	End of Spring term: Summer term: Autumn term 2026:
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Total budgeted cost: £ 238,111.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 1 and 2 data, phonics check results and internal assessments.

Data from tests and assessments evidences clear improvements in the outcomes for disadvantaged pupils with the gap clearly narrowing when compared to All and also non-disadvantaged pupils. This is evident in the vast majority of areas, certainly in relation to Expected outcomes. Whilst the picture for GDS is not yet as positive this is a focus moving forwards.

July 2025	Reading			Writing			Maths		
	All	PP	Gap	All	PP	Gap	All	PP	Gap
EYFS All 64 PP 17	69% (GLD)	53% (GLD)	-16% < 3 <u>chn</u>						
Year 1 All 75 PP 17	51%/12%	42%/18%	-9%/<2	51%/7%	41%/12%	-10%/<2	61%/9%	65%/12%	+4%
			+6%			+5%			+3%
Year 2 All 59 PP 18	67%/31%	72%/28%	+5%	61%/22%	73%/6%	+12%	78%/36%	83%/33%	+5%
			-3%/<1			-16%/<3			-3%/<1
Year 3 All 94 PP 31	67%/19%	62%/10%	-5%/<2	68%/15%	68%/10%	0%	71%/19%	75%/10%	+4%
			-9%/<3			-5%/<2			-9%/<3
Year 4 All 83 PP 25	76%/17%	72%/4%	-4%/<1	66%/13%	52%/0%	-14%/<4	69%/22%	76%/4%	+7%
			-13%/<4			-13%/<4			-16%/<4
Year 5 All 100 PP 30	67%/27%	63%/23%	-4%/<1	61%/12%	57%/10%	-4%/<1	72%/30%	76%/13%	+4%
			-4%/<1			-2%/<1			-17%/<4
Year 6 All 90 PP 28	61%/20%	64%/14%	+3%	72%/13%	68%/4%	-4%/<1	60%/17%	50%/7%	-10%/<3
			-6%/<2			-9%/<3			-10%/<3

Combined All 50%/6%, PP 43%/4% (Gap of 7% - within one child - sustained).

Year 1 Phonics All 75% PP 71% so currently no gap with PP pupils within 1 pupils.

PUMA and PIRA assessments have been used to support teacher judgements and support us to identify those children who are or who may require targeted support. These assessments will continue to be used during our Autumn, Spring and Summer data points to help to inform TA judgements and provide us with question level analysis to help us look for trends across the school/ within year groups and to inform planning/next steps.

The development of our EYFS/Key Stage 1 provision has been a priority and progress is clearly evident within that area in terms of closing the gap. Ongoing assessment of pupil needs in EYFS/Key Stage 1 will continue to be prioritised to maintain this positive picture, utilising trends pupil need in order to fully support learning at this key stage of pupil development.

Attendance continues to be a focus, with Pupil Premium children having lower attendance than non-pupil premium children however there is improvement on the previous academic year.

Externally provided programmes

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

Programme	Provider

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Service pupil premium funding (optional)

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
The impact of that spending on service pupil premium eligible pupils

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 <u>other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.</u>