



Pupil premium strategy statement

September 2024 - August 2027

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 effect that last year's spending of pupil premium had within our school.

Statement of intent

All Pupil Premium spending is intended to impact on academic achievement of all eligible pupils, so they are able to close the attainment gap and achieve standards in line with their peers. Historically, Pupil Premium students have made equal progress to their peers but enhanced progress is necessary to enable them to catch up.

School has identified that academic support alone will not achieve these outcomes. Life experiences are vital to children raising their own aspirations, with this in mind, we spend a proportion of the funding offering students new opportunities and experiences that will instil a desire to learn that will enable them to achieve academically as well as raising their own self confidence.

23% of our pupil premium children also have special educational needs or disability. For these pupils, we will ensure they are well-supported throughout their primary education, with access to external services when required.

The LAC funding is ring fenced and accounted for during PEP meetings for individual children. Their funding is not included below.

With this plan, we recognise that one of the best resources we have to meet the varying needs of our pupil premium children, is experienced and knowledgeable staff. A large proportion of Pupil Premium is spent on ensuring there are additional adults in school to support these children both academically and pastorally.

School overview

Detail	Data
Number of pupils in school	157 (2024/25) 164 (2025/26)
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024



Pupil premium strategy statement

September 2024 - August 2027

Date which statement as reviewed	October 2025
Date of next review	October 2026
Statement authorised by	Miss Christine Todd (Chair of Governors)
Pupil premium lead	Mrs Rosie Browne (Headteacher)
Governor / Trustee lead	Mr Michael Nicholson (PP Governor)

Funding overview 25/26

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,480

Challenges

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

Challenge number	Detail of challenge
1	16.6% of school population receives FSM, significantly below the national average of 24.6%, which means that funding is low.
2	Due to low deprivation index of catchment (IDSR describes as Well below average), notional SEND budget is low
3	The communication and language skills of the children at intake are below national average, 2024 cohort has 33% below age expected. The 2025 cohort has 48% below age expected.
4	22% of FSM are also SEND
5	78% school stability – higher than average turn over of students, service families on 2 year deployments, growing school with large number of houses being built in catchment
6	Writing attainment dropped across all year groups following the pandemic, 50% of disadvantaged pupils were working at or above the expected standard last year



Pupil premium strategy statement

September 2024 - August 2027

7	Increasing number of pupils requiring additional support for wellbeing/emotional regulation – 13.6% of children on Waves require additional emotional support
---	---

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
<p><u>EYFS</u> Children coming into EYFS below the age expected standard, make accelerated progress to ensure they have caught up with national expectations by the end of KS1</p>	<ul style="list-style-type: none"> • Non-SEND pupils achieve GLD by end of EYFS • Additional support in place for children entering below typical • With targeted support, SEND pupils make at least good progress through EYFS and into KS1
<p>September 2025 Review: GLD in July 2025 was 63% Out of 24 pupils, 4 (16.7%) pupils on SEND Register, 11 (45.8%) on Wave 2 interventions, 1 child on Wave 1 adaptations in class. All children who did not meet GLD were in Wave 2 or above and in receipt of additional support. 6 out of the 16 children in receipt of Wave 1 or above support achieved GLD.</p>	
<p><u>Communication & Language</u> Children who have communication difficulties receive in-school support to develop speech and language.</p>	<ul style="list-style-type: none"> • Set standards in place to allow for monitoring and tracking • Progress is made against standards • Work alongside outside agencies
<p>September 2025 Review: 7 children from across all classes received targeted S&L support. New tracking system devised and monitoring in place for 25/26 cycle.</p>	
<p><u>Writing outcomes</u> Children in all year groups, achieve or exceed their targets in writing. Disadvantaged pupils close the attainment gap with their peers.</p>	<ul style="list-style-type: none"> • In class support in place to support writing process • % of disadvantaged pupils meeting or exceeded targets is at least equal to their peer group
<p>September 2025 Review: 71% of children on track to achieve their target in writing (increase of 10% from last year). Spelling scheme introduced for Key Stage 2 children to support transcription Writing expectations and progression reviewed to support small steps teaching September 2025, staff training on Oracy to support composition</p>	



Pupil premium strategy statement

September 2024 - August 2027

<p><u>Life Experiences</u></p> <p>Children in all year groups of equal access to trips, visitors and experiences in school</p>	<ul style="list-style-type: none"> • Financial support available for all disadvantaged pupils to allow participation in all paid for school-arranged activities eg residential trips, swimming, class trips • No child misses an activity for financial reasons
<p>September 2025 Review:</p> <p>No child missed a trip or experience for financial reasons</p> <p>All children in Years 2-6 took part in swimming lessons</p> <p>All children in Year 2 attended the one night residential trip</p> <p>All children took part in PTA funded end of year celebration trip</p> <p>All children accessed their class trip/experience</p>	
<p><u>SEND</u></p> <p>Disadvantaged pupils with SEND have access to external support and expertise when necessary.</p>	<ul style="list-style-type: none"> • Needs of individual pupils are assessed and targeted support put in place • External agencies/professionals engaged to give high quality support, when appropriate • Pupils’ progress tracked with progress made against personalised targets • Pupils not working within KS, tracked using Cherry Garden assessment system to ensure and monitor progress
<p>September 2025 Review:</p> <p>Termly SEND Surgery sessions held with SENDCo for staff to identify children requiring additional support and how this can best be provided</p> <p>Waves document tracks adaptations, interventions and external support</p> <p>Pupil passports record individual progress</p> <p>2 EHCPs secured</p> <p>Monitoring of interventions in place to evaluate effectiveness</p> <p>Cherry Garden investigated and found not to suit need</p>	
<p><u>Holistic and well-being support</u></p> <p>Support disadvantaged pupils in accessing wider activities and experiences within and beyond the school day.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils have access to free breakfast and after-school club sessions • All pupils in Years 5 and 6 have access to music lessons with Leicestershire Music Services • All pupils in all classes experience a session with the Life Education Bus every year • ELSA available to offer emotional and well-being support as required
<p>September 2025 Review:</p> <p>All pupils have access to five free breakfast or after-school club sessions a week</p> <p>All pupils in Key Stage 2 participate in weekly recorder lessons, instruments are provided</p> <p>All pupils had a session with Coram Life Education in January 2025 and will again in 2026</p> <p>ELSA scheduled 1:1 sessions taking place, supporting 3 children at a time.</p>	



Pupil premium strategy statement

September 2024 - August 2027

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

Budgeted cost: £14700

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.6 Learning Support Assistant hours	<p>EEF Toolkit +4 months, additional adult support in classrooms for 1:1 and small group work.</p> <p>Oral language interventions – run by qualified LSA EEF +6 months</p> <p>Heavy focus on reading support and comprehension skills through individual and group work. EEF +6 months</p> <p>Teaching Assistant Interventions in class to support spelling</p>	3, 4, 6, 7
Training for Year 2 classroom staff to use spelling scheme	New scheme will follow on from ELS phonics, will support a smoother transition to taught spelling. Anecdotal evidence from ELS.	6

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

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>0.2 of SEND Support Worker</p> <p>To provide SCG, Drawing and Talking, Lego therapy, emotion coaching and</p>	<p>Social and emotional learning</p> <p>EEF Toolkit +4 months</p> <p>Communication group – EEF +6 months</p> <p>Behaviour Interventions – EEF +4 months</p>	1, 2, 3, 4, 5, 6, 7



Pupil premium strategy statement

September 2024 - August 2027

Zones of Regulation interventions		
Small group sessions for targeted intervention and support eg preteach 0.2 of FT LSA	EEF Toolkit +4 months	3, 4, 6
0.2 ELSA	ELSA and well-being support and interventions, EEF +4 months	3, 4, 6, 7
Drawing and Talking training	New member of staff trained to deliver intervention	1, 2, 3, 4, 5, 6, 7

Wider strategies

Budgeted cost: £8280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to breakfast and after school club, 5 sessions a week	Allow parents opportunity to attend work without paying for childcare. School evidence that this helped attendance in some SEND and FSM families	3, 7
Subsidised trips	Sports participation and outdoor learning opportunities EEF toolkit +2 months Sutton Trust research in to creating cultural capital, 2015	3, 7
Uniform support	Allows children access to correct school uniform	
Access to support professionals eg Ed Psych	Access to the correct professionals in a timely manner can ensure the correct support is in place as soon as possible.	4
Music tuition	Arts Participation EEF toolkit +3 months Sutton Trust research in to creating cultural capital, 2015	3, 7
Life Education Bus	Social and emotional learning EEF Toolkit +4 months Sutton Trust research in to creating cultural capital, 2015	3, 7

Total budgeted cost: £38480



Pupil premium strategy statement

September 2024 - August 2027

Previous 3 -year strategy evaluation

Intended outcome 1:	
Attainment at end of EYFS in line with national average for all children	
Success criteria:	At least 70% of pupils achieve GLD by the end of EYFS
September 2022 Review:	
GLD in July 2022 = 71.4% (National: 65.8%)	
September 2023 Review:	
GLD in July 2023 = 60% (National 67.3%)	
September 2024 Review:	
GLD in July 2024 was 72% (National 67%)	
September 2025 Review:	
GLD in July 2025 was 63% (National 62%)	
Intended outcome 2:	
Reading attainment improves to be in line with national average at KS1	
Success criteria:	75% of children achieve the expected standard in reading at the end of KS1
September 2022 Review:	
KS1 Reading 2022 = 60.9% (County: 69%, National: 67.3%) Remove data of children who have joined within KS1, 64% met expected standard; remove data of those who joined in EYFS, 71% met the expected standard	
September 2023 Review:	
KS1 Reading 2023 = 82% of children achieved the expected standard, 69% National, 68% County	
September 2024 Review:	
KS1 Reading 2024 (No SATs) = 80% achieved at least the expected standard, 93% met or exceeded targets	
September 2025 Review:	
KS1 Reading 2025 (No SATs) =	
Intended outcome 3:	
Writing attainment improves to be in line with national average at KS1	
Success Criteria:	70% of children achieve the expected standard in writing at the end of KS1
September 2022 Review:	
KS1 Writing 2022 = 47.8% (County: 59.4%, National: 58.3%) Remove data of children who have joined within KS1, 53% met expected standard; remove data of those who joined in EYFS, 53% met the expected standard	
September 2023 Review:	
KS1 Writing 2023 = 59.1% at expected standard, County 61.5%, National 60.3%	



Pupil premium strategy statement

September 2024 - August 2027

September 2024 Review:	
KS1 Writing 2024 = 60% at expected or better, 67% met or exceeded target	
Intended outcome 4:	
Attendance of FSM children in line with rest of school	
Success Criteria:	Attendance increases to 95% or better for the FSM group
September 2022 Review:	
Whole School attendance 2021/22: 94.6%	
FSM attendance 2021/22 = 94.5%	
September 2023 Review:	
Whole School attendance 2022/23: 95.9%	
FSM attendance 2022/23 = 96.7%	
September 2024 Review:	
Whole School attendance 2023/24 = 96.02%	
FSM attendance 2023/24 = 96.36%	
Intended outcome 5:	
Professional support in place for SEND pupils who require it	
Success Criteria:	Children have access to professional assessment eg Educational Psychologist, Occupational Therapist
September 2022 Review:	
1 FSM child had Educational Psychologist assessment	
1 FSM child had a specialist dyslexia assessment	
September 2023 Review:	
1 FSM child access to play therapy	
8 received ELSA support	
September 2024 Review:	
1 FSM children had access to play therapy	
5 FSM children accessed Lego therapy	
3 FSM pupils accessed ELSA support	
1 child had an Educational Psychologist assessment	
Intended outcome 6:	
Broadened life experiences and raised aspirations of pupils	
Success criteria:	No children miss out any trips or experiences for financial reasons
September 2022 Review:	
11 students received financial support towards residential trips in year 2, 3, 4, 5, and 6	
Life Bus sessions attended by whole school	
Music lessons received by all of Years 4, 5, and 6	
5 breakfast/after school sessions offered to every FSM child – 52% take up	
September 2023 Review:	
Life Bus sessions attended by whole school	



Pupil premium strategy statement

September 2024 - August 2027

Music lessons received by all of years 4, 5 and 6

89% of FSM children accessed free breakfast and after school club sessions

13 children had trips subsidised to 50%

10 children had swimming subsidised to 50%

43 children accessed DART

September 2024 Review:

Life Bus sessions attended by whole school

Music lessons for all of years 4, 5 and 6

18 FSM students attended residential trips with a 50% discount.

89% of FSM children accessed free breakfast and after school club sessions

67% of FSM children had swimming subsidised to 50%

100% of FSM children had access to the sensory room



Pupil premium strategy statement

September 2024 - August 2027

Service pupil premium funding 25/26

Detail	Data
Number of service pupils in school for January 24 census	12
Total Service Premium to be received in 24/25	£4080
Proportion (%) of service premium eligible pupils on January 24 census	7.6%
Date this statement was published	December 2024
Date of most recent review	October 2025
Date of next review	October 2026
Statement authorised by	Miss Christine Todd
Service premium lead	Mrs Rosie Browne
Governor / Trustee lead	Mr Michael Nicholson

Challenges specific to military pupils

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

Challenge number	Detail of challenge
1	Emotional and social issues resulting from moving schools and therefore friendship groups
2	Gaps in academic learning due to moving schools mid-year or mid key stage
3	Anxieties and worries due to parent deployment
4	Non-military parent seeking work, resulting in childcare issues due to being away from extended family members



Pupil premium strategy statement

September 2024 - August 2027

Activity	Expected Impact	Challenge number(s) addressed
Military pupil group where pupils can discuss their experiences	Children have a safe space where they can talk about positive and negative experiences of being a service child. Work together to mark events such as Remembrance Day and Month of the Military Child, leading the whole school in these and sharing their experiences.	1, 3
Pastoral support available for individual pupils as necessary	ELSA, play therapy, drawing and talking, Lego therapy available in school.	1,3
Free sessions at breakfast and after school club	3 sessions a week provided for each service child	4
Subsidised trips	Trips subsidised up to 50%	4
Additional adult hours to provide academic support	Additional adult hours to provide 1:1 and small group support to support gaps in learning due to movement.	2



Pupil premium strategy statement

September 2024 - August 2027