

## Pupil Premium strategy statement – Friskney All Saints C of E Primary School



**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	64
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed <b>(this should be a working document and therefore should be reviewed at least termly).</b>	April 2026
Statement authorised by	Tina wood
Pupil premium lead	Kerri Grooby

Governor / Trustee lead	Father Aiden Edwards
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,592
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£49,592

## Part A: Pupil premium strategy plan

## Pupil Premium Strategy Statement 2025–26

As part of the Lincoln Anglican Academy Trust (LAAT), we are committed to enabling every child to become all that God intended through excellence, exploration, and encouragement. Regardless of background or circumstance, every child deserves equal opportunities to succeed academically and thrive within society. The purpose of our Pupil Premium strategy is to remove barriers to learning for disadvantaged pupils, ensuring equity and inclusion for all.

At Friskney All Saints C of E Primary School, we are proud to be a small rural school that welcomes and values every child as a unique individual. We believe every person has inherent worth and deserves the highest quality education. Our curriculum is designed to be rigorous, ambitious, and inspiring, empowering pupils to discover and develop their gifts fully. Through challenge, support, and care, we aim to nurture resilience, hope, and wisdom so that every child can engage confidently with the wider world.

Aligned with the Trust’s vision, we strive to provide an education that offers both “mirrors and windows”—opportunities for pupils to reflect on their own experiences while gaining insight into diverse perspectives. This approach helps children understand their role in a rich and varied society locally, nationally, and globally.

Our strategy recognises that every disadvantaged and vulnerable child has the right to feel privileged. We are committed to addressing social inequality and supporting all vulnerable groups, including:

- Pupils eligible for Free School Meals (FSM)
- Children living in poverty but not eligible for FSM
- Looked-after and previously looked-after children
- Young carers
- Pupils with a social worker
- Service children
- Pupils with multiple vulnerabilities, such as those who are disadvantaged and have SEND or EAL

We hold a firm belief that all pupils can achieve. Our moral obligation is to deliver an enriching learning experience underpinned by high expectations, high challenge, and high ambition for every child, particularly those facing socio-economic disadvantage. Through

bespoke training provided by LAAT, we understand that when teaching and learning meet the needs of our most vulnerable pupils, we raise standards for all.

Research consistently identifies quality-first teaching as the most effective way to close the attainment gap. Therefore, this principle runs throughout our strategy, supported by targeted professional development to ensure staff have the skills and knowledge to accelerate and sustain progress for disadvantaged pupils.

Our decision-making is informed by a thorough diagnostic assessment of pupils' needs and barriers to learning. The approaches we adopt are complementary and evidence-based, designed to maximise impact. To ensure effectiveness, we will:

- Maintain an uncompromising belief that all pupils and staff should be supported and challenged to achieve their best
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and wellbeing
- Raise expectations and ensure there are no capped ceilings on learning
- Address barriers promptly to prevent negative impact on progress
- Align this strategy with our School Development Plan to ensure sustained improvement

**This statement reflects our ongoing commitment to equity, inclusion, and excellence for all pupils.**

# Statement of intent

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, book looks, observations and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers on entry data. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
3	Internal and external assessments (both formative teacher assessment and summative) indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our observations, assessments, wellbeing and discussions with parents indicate that pupils have found it difficult to interact with their peers on a social and emotional level. This is true of some of our disadvantaged pupils who have a higher proportion of social and emotional and behaviour difficulties compared to other groups of pupils (CPOMS).
5	<p>Limited Access to Enrichment Opportunities</p> <p>A significant number of disadvantaged pupils face restricted access to enrichment activities beyond the classroom. This limited exposure to cultural, academic, and real-world experiences can hinder their ability to grasp abstract concepts, reduce engagement and motivation, and narrow aspirations for further education and future careers.</p> <ul style="list-style-type: none"><li>• Key challenges include:</li><li>• Financial barriers: Families may be unable to afford costs associated with trips, clubs, or extracurricular activities.</li><li>• Transport limitations: Lack of reliable or affordable transport options can prevent pupils from attending events or activities outside school.</li></ul>

	<ul style="list-style-type: none"> <li>• Parental awareness and engagement: Some parents may be unaware of available opportunities or lack confidence to support participation.</li> <li>• Limited local provision: In some communities, there are few accessible cultural or academic enrichment options.</li> <li>• Competing responsibilities: Pupils may have caring duties or other home commitments that restrict their ability to take part in activities.</li> </ul>
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## 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 and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. Lesson visits and pupil book looks provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes in 2025/26 show that more than 90% of disadvantaged pupils have met the expected standard. KS1 reading outcomes in 2025/26 show that more than 90% of disadvantaged pupils have met the expected standard. KS2 reading outcomes in 2025/26 show that more than 90% of disadvantaged pupils have met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in the number of behaviour incidents recorded on CPOMS.</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Through lesson visits and pupil book looks:</p> <ul style="list-style-type: none"> <li>• pupils are able to articulate learning that has been retained in long term memory</li> <li>• tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned</li> <li>• disadvantaged pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning</li> <li>• disadvantaged pupils are able to show an increased level of concentration for longer periods of time</li> <li>• disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task</li> <li>• there is a noticeable increase in the quality and quantity of work as pupils progress across the year</li> </ul>
<p>Disadvantaged pupils will have equitable access to a broad range of enrichment opportunities that enhance cultural capital, deepen understanding of abstract concepts, and raise aspirations for future education and careers. By reducing financial, logistical, and awareness barriers, pupils will experience increased engagement, motivation, and confidence through participation in trips, clubs, and extracurricular activities, leading to improved academic progress and personal development.</p>	<p><u>Participation Rates</u>  At least 80% of disadvantaged pupils participate in one or more enrichment activities (e.g., trips, clubs, extracurricular programs) each term.  Increase in attendance at after-school clubs by 75% compared to baseline.  Impact on Attainment  Pupils who engage in enrichment activities show improved progress scores in core subjects (e.g., English and Maths) compared to those who do not participate.  Gap in attainment between disadvantaged and non-disadvantaged pupils narrows by 10% over the academic year.</p> <p><u>Pupil Voice</u>  90% of disadvantaged pupils surveyed report feeling more motivated and confident about learning after participating in enrichment activities.  Positive feedback from pupils on cultural and academic experiences (e.g., "I learned something new," "I feel more confident about my future").</p> <p><u>Parental Engagement</u></p>

	<p>Increase in parental attendance at information sessions about enrichment opportunities by 90%.</p> <p>Survey results show improved parental awareness and support for enrichment activities.</p> <p><u>Broader Outcomes</u></p> <p>Evidence of raised aspirations: pupils articulate future goals and careers during pupil voice interviews or surveys.</p> <p>Reduction in behavioural incidents linked to disengagement by 90%.</p>
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## 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: £ 24,914.50

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>Challenge 1 and 2</p> <p>Improved oral language and vocabulary.</p> <p>Improve reading outcomes</p>	<p>English lead to train other staff in the use of Herts for learning fluency program.</p>	<p>This program has already been successfully trialled across the school and other schools in LAAT with improved levels of attainment of up to 2 years gained from a 6-week program.</p> <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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p><b>End of Spring term: £1208.96</b></p> <p><b>Summer term: £1208.96</b></p> <p><b>Autumn term 2026: £1208.96</b></p> <p>Total: £3,626.88</p>
<p>Challenge 1,2,3,4</p> <p>Improved oral language and vocabulary.</p> <p>Improved reading outcomes</p>	<p>Smaller classes across whole school because of lower numbers of pupil on roll. Low intake of pupils in Reception. This allows greater interactions with</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</a> :</p> <p>‘International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and Key</p>	<p><b>End of Spring term: £3626.88</b></p> <p><b>Summer term: £3626.88</b></p>

Improved maths outcomes Improved retention	adults. Benefits include improvements in oral language skills and vocabulary development.	Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes,'	<b>Autumn term 2026: £3626.88</b>  Total: £10,880.64
	Professional fees for consultants to support teaching developments – Training delivered during staff meetings and twilights.	CPD to develop teaching supports all children including disadvantaged children. <a href="https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching</a>	<b>End of Spring term: £220.83</b>  <b>Summer term: £220.83</b>  <b>Autumn term 2026: £220.83</b>  <b>Total: £662.49</b>
Challenge 2 Improve reading outcomes for pupils	Phonics lead/ Deputy Headteacher to run weekly CPD phonics sessions for all staff teaching phonics.  1:1 phonics coaching session for staff who need extra help.	CPD to develop teaching supports all children including disadvantaged children.  <a href="https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching</a>	<b>End of Spring term: £388</b>  <b>Summer term: £388</b>  <b>Autumn term 2026: £388</b>  <b>Total £1164.02</b>
Challenge 1,2,3,4	Weekly CPD for Teaching assistants	CPD to develop teaching supports all children including disadvantaged children.  <a href="https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching</a>	<b>End of Spring term: £583.60</b>

<p>Improved oral language and vocabulary.</p> <p>Improved reading outcomes</p> <p>Improved maths outcomes</p> <p>Improved retention</p>			<p><b>Summer term: £583.60</b></p> <p><b>Autumn term 2026: £583.60</b></p> <p><b>Total £1750.81</b></p>
<p>Challenge 1,2,3,4</p> <p>Improved oral language and vocabulary.</p> <p>Improved reading outcomes</p> <p>Improved maths outcomes</p> <p>Improved retention</p>	<p>Training and coaching for staff to increase their understanding of the science of learning and metacognition to support the implementation of the seven EEF recommendations to develop metacognitive knowledge and skills in pupils.</p> <p>Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.</p>	<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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence/guidance-reports/literacyks2">https://educationendowmentfoundation.org.uk/evidence/guidance-reports/literacyks2</a></p>	<p><b>End of Spring term: £776.01</b></p> <p><b>Summer term: £776.01</b></p> <p><b>Autumn term 2026: £776.01</b></p> <p><b>Total: £3,328.04</b></p>

	<p>Dual coding techniques and retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning.</p> <p>Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas. They may also use this time to support colleagues in planning a sequence of work.</p>		
<p>Challenge 1,2,3,4 Improved oral language and vocabulary. Improved reading outcomes</p>	<p>Investment in planning support to ensure high quality of teaching curriculum and teaching is in place.</p>	<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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p><b>End of Spring term: £1167.21</b></p> <p><b>Summer term: £1167.21</b></p> <p><b>Autumn term 2026: £1167.21</b></p>

Improved maths outcomes Improved retention			<b>Total £3501.62</b>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,448.88

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
Challenge 1 and 2 Improved oral language and vocabulary.  Improve reading outcomes across school	English lead/ Deputy headteacher to run Herts for Learning fluency program for year 5 and 6 pupils across school who are not currently at A.R.E	This program has already been successfully trialled across the school and other schools in LAAT with improved levels of attainment of up to 2 years gained from a 6-week program.  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.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	<b>End of Spring term: £437.70</b>
Challenge 2	Phonics lead/ Deputy Head teacher to run targeted phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	<b>End of Spring term: £666.66</b>

Improve reading outcomes across school	intervention for pupils highlighted as not keeping up.	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Teaching and Learning Toolkit   EEF	<b>Summer term: £666.66</b> <b>Autumn term 2026: £666.66</b> <b>Total £2000</b>
Challenge 3 Improved maths outcomes	TT Rockstars,		<b>Total £1517</b>
Challenge 1,2,3,4 Improved oral language and vocabulary. Improved reading outcomes Improved maths outcomes Improved retention	Emotion interventions Support for SEMH, wellbeing and social skills. Release time for staff to deliver SEMH programs and mentor targeted students This includes ELSA and possible training for staff to deliver the program.	Research shows that 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	<b>End of Spring term: £502.70</b> <b>Summer term: £502.70</b> <b>Autumn term 2026: £502.70</b> <b>Total £1508.1</b>
Challenge 1,2,3,4 Improved oral language and vocabulary. Improved reading outcomes Improved maths outcomes Improved retention	SATs booster, Staff to run lunchtime and after school booster lessons for targeted children. Purchase of CPG sats booster booklets to aid with study skills. HLTA to teach test techniques to targeted children.	Research and educational practice show KS2 SATs booster lessons are beneficial by targeting specific gaps, building confidence through small-group or 1:1 support, reducing anxiety, making learning more engaging (e.g., games, shorter sessions), and fostering crucial skills like problem-solving and time management, leading to better results and smoother transitions to secondary school. Short, focused sessions on high-impact topics, using past papers actively, and incorporating interactive methods are key to their success.  EEF Research into small group support indicates, 'overall the pattern is that small group tuition is effective	<b>End of Spring term: £2,587.23</b>

		and, as a rule of thumb, the smaller the group, the better.'	
<p>Challenge 1,2,3,4</p> <p>Improved oral language and vocabulary.</p> <p>Improved reading outcomes</p> <p>Improved maths outcomes</p> <p>Improved retention</p>	<p>Pre and post teaching interventions.</p> <p>Targeted Support Based on Assessment Data</p> <p>Identify pupils with repeated misconceptions and provide short, focused interventions.</p> <p>Track progress through assessment dashboards and termly data reviews.</p>	<p>EEF Assessment for Learning Evidence Review: Formative assessment strategies significantly improve pupil progress when consistently applied. <a href="#">EEF Assessment Review</a></p> <p>Research strongly supports evidence-based teaching, showing high-quality instruction, targeted strategies like pre-teaching vocabulary (Frayer Model), and fostering socio-emotional skills (autonomy, perseverance) are crucial for primary pupils' attainment and confidence, with bodies like the <a href="#">Education Endowment Foundation</a> (EEF) providing guidance on effective practices like developing metacognition and ensuring long-term retention for disadvantaged learners. Pre-service training and continuous professional development (CPD) that links directly to these proven methods are key to translating research into classroom reality, boosting teacher effectiveness and pupil</p> <p>EEF Toolkit, Small Group Tuition research.</p>	<p><b>End of Spring term: £1293.62</b></p> <p><b>Summer term: £1293.62</b></p> <p><b>Autumn term 2026: £1293.62</b></p> <p><b>£3,880.85</b></p>
<p>Challenge 1,2,3,4</p> <p>Improved oral language and vocabulary.</p> <p>Improved reading outcomes</p> <p>Improved maths outcomes</p> <p>Improved retention</p>	IDL	<p>Independent studies show that pupils, on average, gain 11 months in reading and spelling after only 26 hours of use. These results highlight the effectiveness of structured, multisensory teaching</p>	<b>£518</b>

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

Budgeted cost: £ 9403.13

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
Challenge 1,2,3,4 Improved oral language and vocabulary. Improved reading outcomes Improved maths outcomes Improved retention	Attendance – attendance lead time to support and monitor	Supporting School Attendance (EEF resource with six evidence-informed themes) <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a> Rapid Evidence Assessment on Attendance Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a> Securing Good Attendance and Tackling Persistent Absence <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</a>	<b>End of Spring term: £272.39</b> <b>Summer term: £272.39</b> <b>Autumn term 2026: £272.39</b>  <b>Total £817.16</b>
Challenge number 1,2 3 Improved attainment	Purchase of PUMA and PIRA diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	PUMA and PIRA 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. Diagnostic assessment   EEF	<b>Autumn term 2026: £780</b>  <b>Total £780</b>
Challenge 5 Limited Access to Enrichment Experiences	Enrichment activities. Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.	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.  <b>Teachwire &amp; Ofsted Guidance on Cultural Capital</b> Cultural capital is essential for success; structured arts and enrichment activities improve attainment in maths and English	<b>As needed throughout the year.</b>  <b>Total: £2,465.97</b>

	<p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument or to play sports at a higher level;</p>	<p>and increase long-term aspirations.</p> <p><a href="#">Cultural Capital – Why It Matters</a></p> <p><b>DfE &amp; Duke of Edinburgh Report on Enrichment Benchmarks</b></p> <p>Enrichment improves wellbeing, engagement, and life skills, but access is often inequitable for disadvantaged pupils.</p> <p><a href="#">DfE Enrichment Benchmarks</a></p>	
<p>Challenge 2 and 3 Improved attainment</p>	<p>Toast on offer for all children as they arrive in school in the morning.</p>	<p>Offering children breakfast as they come into school ensures that hunger is not a barrier to learning.</p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>End of Spring term: £100</b></p> <p><b>Summer term: £100</b></p> <p><b>Autumn term 2026: £100</b></p> <p><b>Total £300</b></p>
<p>Challenge number 1,2 3 Improved attainment</p>	<p>Subsidising WAC</p>	<p>Subsidising wraparound care for Pupil Premium (PP) children is highly beneficial, as research consistently shows it helps <b>narrow the attainment gap, improves attendance and behaviour, and supports parental employment.</b> The positive effects are often more significant for disadvantaged children than their peers</p> <p><a href="https://www.local.gov.uk/topics/children-and-young-people">https://www.local.gov.uk/topics/children-and-young-people</a></p>	<p><b>End of Spring term: £1280</b></p> <p><b>Summer term: £1280</b></p> <p><b>Autumn term 2026: £1280</b></p> <p><b>£3,840.00</b></p>
<p>Challenge number 1,2 3 Improved attainment</p>	<p>Communicating and supporting parents</p>	<p>Working with Parents to Support Children's Learning</p>	<p><b>End of Spring term: £400</b></p> <p><b>Summer term: £400</b></p>

	<p>Dedicated staff member to maintain consistent communication with families, offering practical help.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Teaching and Learning Toolkit: Parental Engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p><b>Autumn term 2026: £400</b></p> <p><b>£1200.00</b></p>
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**Total budgeted cost: £46,766.51 (£2825.49 contingency)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 1. Improved oral language skills and vocabulary among disadvantaged pupils.

Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. Lesson visits and pupil book looks provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.

#### 2. Improved reading attainment among disadvantaged pupils.

The aim was that for Phonics outcomes in 2024/25, more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 100% of disadvantaged children met the expected standard.

The aim: KS1 reading outcomes in 2024/25 to show that more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 60% of disadvantaged children achieved the expected standard – 3 out of 5 children.

The aim: KS2 reading outcomes in 2024/25 to show that more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 100% of disadvantaged children achieved the expected standard – 3 out of 3 children.

#### 3. Improved maths attainment for disadvantaged pupils at the end of KS2.

The aim: EYFS maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 67% of disadvantaged children achieved the expected standard – 2 out of 3 children.

The aim: KS1 maths outcomes in 2024/25 to show that more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 60% of disadvantaged children achieved the expected standard – 3 out of 5 children.

The aim: KS2 maths outcomes in 2024/25 to show that more than 90% of disadvantaged pupils have met the expected standard.  
Actual outcome: 100% of disadvantaged children achieved the expected standard – 3 out of 3 children.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

The aim: Sustained high levels of wellbeing from 2024/25 demonstrated.

Actual outcomes:

- Qualitative data, pupil voice and observations show that wellbeing for our disadvantaged pupils has increased with 81% having secure or improved wellbeing in 2024/25
- There has been a reduction in the number of behaviour incidents recorded on CPOMS for disadvantaged children. 78% of disadvantaged children have had positive or improved levels of behaviour incidents recorded on CPOMS.
- 100% of disadvantaged children participated in enrichment activities during the year.

5. To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.

Outcomes:

- As a school, pupils are able to articulate learning that has been retained in long term memory better including PP children.
- tier 3 vocabulary is explicitly taught to support understanding, and pupils are increasingly able to use this vocabulary to explain what they have learned
- most disadvantaged pupils are able to show an increased level of concentration for longer periods of time.
- 100% of disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task. Next year's challenge is to focus on the consistency of this.
- there is a noticeable increase in the quality and quantity of work as pupils progress across the year for 84% of disadvantaged pupils.

6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The aim:

- the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 0.5%.

- the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Outcome:

Overall attendance for 2024/25: Disadvantaged, 94.5%, Not Disadvantaged, 95.7%

While this is below the 97% target set, the difference between disadvantaged and non-disadvantaged has reduced from 2.59 in 2023-24 to 1.2 percentage difference in 2024-25. This is a difference of above the 0.5% target set.

Persistent absence: in 2024-25 it was 14.3% for disadvantaged 12.5% for the whole school. While this is above 5%. It is just in line with the 'no more than 2% difference' target set.

## 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
N/A	N/A
N/A	N/A