

Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2027/28 (3 years)
Date this statement was published	October, 2025
Date on which it will be reviewed	September, 2026
Statement authorised by	Daniel Rogers
Pupil premium lead	Daniel Rogers
Governor / Trustee lead	Lorraine Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,505
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£187,505

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Inspired by our vision to help every child flourish and enjoy life to the full, we aim to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

Our Strategy

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This aligns with our commitment to serve our local community and build each other up, ensuring every child feels valued and loved.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. This reflects our belief in providing a high-quality education set within a Christian framework, where all children can flourish.

Our Key Principles

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set, reflecting our vision of high expectations and aspirations for all.
- Act early to intervene at the point need is identified, embodying our proactive care and support as inspired by the Good Shepherd.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 3 years, between 60-70% of our disadvantaged pupils arrive below age-related expectations compared to 30-40% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps, and fine motor skills 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. As a result, this has an impact on children's writing outcomes, particularly the most disadvantaged.</p>
3	<p>Internal and external assessments indicate that overall attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2024-25, pupil premium children scored 105.7 in the maths test compared to the national average of 106.0 and 109.7 non-pupil premium children.</p> <p>The gap remains steady throughout key stage 1 and key stage 2.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties because of a special educational need, English as an additional language or another barrier to learning.</p> <p>74% of disadvantaged learners have English as an additional language and 22% of disadvantaged learners have a special educational need.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2-3% lower than for non-disadvantaged pupils. In the academic year 2024-25 this was, 94.3% (92.2%) for pupils with FSM vs. 96% (95.8%) for non-FSM. The figures in brackets refer to national averages.</p> <p>10.89% of disadvantaged pupils have been 'persistently absent' compared to 7.25% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 reading attainment among disadvantaged pupils.	Reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard in the phonic screening check and in KS2 tests.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	By 2027/28, outcomes in the multiplication check and KS2 tests show that more than 70% of disadvantaged pupils meet the expected standard.
Improve attainment for disadvantaged learners who have a special educational need or English as an additional language.	Assessments and observations indicate significantly that disadvantaged pupils with another barrier to learning are making progress towards their target outcomes. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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

Budgeted cost: £ 93,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our reading and writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources, training and CPD (including Talk for Writing).</p>	<p>The EEF guidance is based on a range of best available guidance:</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Talk for Writing - pilot EEF</p> <p>The DfE non-statutory guidance has been produced, drawing on evidence-based approaches to improve writing.</p> <p>What is the research evidence on writing?</p>	<p>1, 2, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3, 4</p>
<p>Professional development for school leaders and teachers in line with EEF guidance.</p> <p>We will fund professional development and</p>	<p>The EEF has developed three recommendations based on the best available international research as well as current practice and consulted with school leaders and academics for professional development.</p>	<p>1, 2, 3, 4</p>

teacher release time to embed key elements of professional development in writing, maths, reading and special educational needs.	Effective Professional Development EEF	
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Targeted academic support

Budgeted cost: £ 46,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Teaching and Learning Toolkit EEF	1, 3
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4

Wider strategies

Budgeted cost: £ 46,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>together to improve school attendance.</p> <p>This will involve implementing new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>To establish and maintain a breakfast club.</p>	<p>The Education Endowment Foundation (EEF) has conducted several studies on breakfast clubs and found them to be highly beneficial for primary school pupils.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p>	<p>1, 2, 5</p>

Total budgeted cost: £187,505

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In addition, to help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates:

- 47.8% of pupils eligible for pupil premium at the end of Key Stage 2 achieved the combined expected standard for reading, writing and maths. This is in line with the national average of 47.4%. This is an increase from 44.4% in 2023-24.
- In reading, writing and maths 65.2% achieved the expected standard in each subject. This is slightly higher than the national average at 63.1%
- In reading, the scaled score at the Key Stage 2 was 109.7 for pupil premium children compared to the national average at 106.7.
- At the end of Key Stage 1, 81% of children passed the phonics screening check, which is in line with the national average and an increase from 73.7% the previous year.
- In Year 1, 89.5% of pupil premium children passed the phonic screening check. This is significantly higher than the national average at 68%. Our increase is a 3 year positive trend.
- In the multiplication check, the average score was 24.37 vs 19.4 as the national average.
- In Reception, the disadvantage gap is in line with the national average for attainment of GLD for pupil premium vs non-pupil premium recipients. The school gap was 21.4% vs 21.5% nationally. The school recognises there is still work to do.
- The attainment gap is closing for pupil premium children in the phonics screening check.
- Where the pupil premium gap has not closed, but widened, for example in the Early Year, there are other circumstances that are contributing to this. For example, pupil mobility, where children are new to the country; or there are significant special educational needs impacting on attainment.
- *Pupils with FSM had an attendance rate of 94.3%, which is 2.1 percentage points higher than the national average for FSM pupils (92.2%).*

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- Pupil premium children entering the school in Reception do not enter at the same attainment level as non-pupil premium children. This is because not all children have access early years provision prior to starting the school because of the supply of nursery places and the variability in the provision.
- There is high pupil mobility in year groups.
- Attendance continues to remain an issue, with considerable support being required.

Based on all the information above, the performance of our disadvantaged pupils has broadly met our expectations, and we have achieved the outcomes we set out to achieve, as stated in the Intended Outcomes section. This is because:

- The disadvantage gap has closed or is closing.
- The disadvantage gap has reduced since the previous year.

Our evaluation of the approaches delivered last academic year indicates that the following have been particularly successful:

- Teaching and learning support to ensure consistent high-quality teaching.
- The early reading leader and writing leader working with external consultants.
- Middle leader development to support the analysis of pupil premium need and support teachers to adapt high quality teaching.
- Targeted interventions, particularly in early reading, through the deployment of teaching assistants.
- Funding additional pastoral support to focus on attendance.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This plan has been set for the next 3 years.

Externally provided programmes

Please note that we did not use any non-DfE programmes for our pupil premium funding in the previous academic year.