Pupil premium Strategy Statement

Asmall 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	157
Proportion (%) of pupil premium eligible pupils	33/157 = 21%
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)**	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Evans, Headteacher
Pupil premium lead	Sarah Evans, Headteacher
Governor / Trustee lead	Jim Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,870
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£49,870

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that some of our disadvantaged pupils face complex barriers to learning, including speech and language delays, social and emotional needs, and limited access to enrichment opportunities. Our strategy is designed to address these challenges through a combination of high-quality teaching, targeted academic support, and wider strategies that promote wellbeing and engagement.

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 will also benefit non-disadvantaged pupils.

To ensure our approach is effective, we will:

This strategy is underpinned by the Education Endowment Foundation (EEF) guidance, which recommends a tiered approach to pupil premium spending: 1) High-quality teaching, 2) Targeted academic support, and 3) Wider strategies.

We have adopted this model to ensure our funding is used effectively and sustainably to:

- Ensure disadvantaged pupils are challenged in the work they're set
- Act early to intervene at the point need is identified
- 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	Delays in speech and language development

2	Social/emotional/behavioural issues affecting attainment
3	Lack of support outside school (e.g. homework, reading)
4	Low attainment in English and Maths
5	Limited experience of life outside school
6	Pupils who have suffered trauma outside school
7	SEND including ongoing medical investigation/diagnosis
8	Attendance and punctuality of a small minority

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.

These outcomes are aligned with the EEF's recommendation to focus on long-term planning, ensuring that disadvantaged pupils benefit from sustained improvements in teaching, support, and wellbeing.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes show the attainment of disadvantaged pupils is similar to non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes show the attainment of disadvantaged pupils is similar to non-disadvantaged pupils.
Improved writing attainment for disadvantaged pupils	KS2 writing outcomes show the attainment of disadvantaged pupils is similar to non-disadvantaged pupils.
Improved wellbeing for all pupils, particularly disadvantaged pupils	Sustained high levels of wellbeing demonstrated by surveys, observations, and increased participation in enrichment activities.
Improved attendance for all pupils, particularly disadvantaged pupils	Sustained high attendance with reduced gap between disadvantaged and non-disadvantaged pupils.

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.

Our activities are structured around the EEF's tiered approach to pupil premium spending, ensuring a balanced investment in teaching quality, targeted support, and wider strategies.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TA to lead small group interventions and mentor identified children	EEF evidence shows that regular, targeted small group interventions led by trained staff can improve attainment and wellbeing. Zones of Regulation and mentoring approaches support emotional regulation and engagement.	1, 2, 4, 6, 7, 9, 10
Teacher release time to embed key arithmetic skills	EEF's 'Improving Mathematics in Key Stages 2 and 3' recommends embedding arithmetic fluency to support reasoning and problem solving. DfE guidance also supports this approach.	3, 4, 9, 10
Improve quality of social and emotional learning through staff CPD	EEF's 'Social and Emotional Learning' guidance highlights the impact of SEL on academic outcomes, behaviour, and relationships. Embedding SEL through CPD improves staff capacity to support pupils.	2, 4, 6, 9, 10
Additional Welfare Assistant and lunchtime club for vulnerable children	EEF evidence supports structured play and safe spaces to improve social skills and emotional wellbeing. Lunchtime clubs provide inclusive environments for vulnerable pupils.	2, 3, 5, 6

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily one-to-one reading for pupil premium children	EEF evidence shows that one-to-one reading improves decoding, fluency, and comprehension, especially for disadvantaged	1, 3, 4, 9, 10

	pupils. Consistent adult support builds confidence and engagement.	
Additional phonics sessions for disadvantaged pupils	EEF's phonics toolkit shows strong evidence for improving reading outcomes, particularly for disadvantaged pupils. Regular, targeted sessions are most effective.	1, 3, 4, 7, 9
School Led Tutoring for KS2 disadvantaged pupils	EEF supports tutoring as an effective intervention for pupils falling behind. Both one-to-one and small group tuition can close gaps in attainment. Challenge number(s) addressed:	1, 3, 4, 5, 7, 8, 9, 10
Subscription to IDL, LetterJoin, Doodle Learning, TTRockStars for lower attaining disadvantaged children	EEF evidence supports precision teaching and targeted literacy interventions. IDL/LBQ/ LetterJoin/Doodle Learning, TT RockStars provides structured support for maths, spelling and reading development.	3, 4, 7, 9, 10
Deployment of pastoral support assistant to work with vulnerable pupils and families including one-to-one and small group sessions to support emotional regulation and resilience	The EEF's guidance on social and emotional learning highlights the importance of targeted support for pupils with particular needs. Pastoral interventions that build relationships and provide structured emotional support can improve wellbeing, behaviour, and academic outcomes.	2, 6, 7, 9

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

Budgeted cost: £7,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying	EEF's behaviour interventions toolkit shows that whole-school approaches to behaviour and anti-bullying improve school ethos and pupil outcomes.	2
Zones of Regulation mentoring by Mental Health and Wellbeing Lead/PSHE Lead	Zones of Regulation helps pupils identify and manage emotions. EEF supports mentoring and emotional regulation strategies to improve engagement and wellbeing.	1, 2, 4, 6, 7, 9, 10
Funding/subsidising uniform and extracurricular activities for vulnerable children	EEF evidence supports enrichment and inclusion strategies to improve engagement and wellbeing. Removing financial barriers increases participation.	3, 5, 7

Attendance team support to improve attendance and punctuality	The EEF notes that parental engagement and personalised support can improve attendance and punctuality.	8

Total budgeted cost: £49,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2024/25 academic year using national assessment data, internal summative and formative assessments, and school-level observations. National Key Stage 2 data for 2025 is not yet published, but our internal data suggests that disadvantaged pupils made progress in reading, writing, and maths, although gaps remain compared to non-disadvantaged peers.

Reading attainment among disadvantaged pupils showed improvement, with 73% achieving age-related expectations, compared to 81% of non-disadvantaged pupils. In maths, 68% of disadvantaged pupils met expectations, compared to 79% of their peers. Writing remains an area of concern, with only 61% of disadvantaged pupils meeting expectations, compared to 76% of non-disadvantaged pupils.

Attendance data indicates that disadvantaged pupils had an average attendance rate of 93.2%, slightly below the school average of 95.1%. Persistent absence among disadvantaged pupils was 14%, which is above the national average. Behaviour and wellbeing indicators, based on teacher observations and pupil surveys, show that while behaviour has improved, mental health concerns remain higher among disadvantaged pupils.

We are broadly on track to meet the outcomes outlined in our strategy, particularly in reading and wellbeing. However, writing and attendance require further targeted intervention. Activities such as daily reading, phonics support, and mentoring have shown positive impact. We will continue to refine our approach, focusing on writing interventions and attendance support in the coming year.

As this marks the end of our previous three-year strategy plan, we assess that while many intended outcomes were partially met, sustained progress will require continued investment in high-quality teaching, targeted support, and wider strategies aligned with EEF guidance.

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
Inside Out	CFWS

No Worries	CFWS

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**
Asmall Primary School received service pupil premium funding for one eligible pupil in the previous academic year. This funding was used to provide targeted support, including intervention sessions and access to supporting resources.
The impact of that spending on service pupil premium eligible pupils
The impact of this support was positive: the pupil demonstrated improved engagement in lessons, increased confidence in their learning, and maintained good attendance throughout the year. Staff observations and pupil voice feedback indicated that the additional support contributed to a sense of belonging and emotional stability.

Further information (optional)

In addition to the activities funded through the pupil premium, our school engages in a range of initiatives to support disadvantaged pupils and promote equity across the curriculum. We are proud to be completing the Oracy Award with SHARES and continue to embed oracy development through Oracy Voice 21. These programmes enhance pupils' speaking and listening skills, contributing to improved confidence and academic outcomes. We also participate in the Social Impact School Awards with SuperKind, which encourages pupil engagement in social action and fosters a sense of responsibility and empathy among our learners. Staff have received targeted training from Lancashire County Council (LCC) in mathematics pedagogy and inclusive practices around our RedRose Maths Scheme. We have also had training provided by the LCC Inclusion Team. These professional development opportunities strengthen our capacity to meet the diverse needs of our pupils and ensure high-quality teaching across the school.