

Pupil Premium Strategy Statement (Asmall Primary School)

Pupil Premium Strategy 2025-26 (REVIEWED)



The Pupil Premium grant is given to schools each year to support children who are entitled to free school meals (FMS6), children who have parents in the armed forces or are 'looked after' children.

Our school's Pupil Premium grant allocation amount is **£52,060** up from **£46,870** in 2024-25

Summary of the main barriers to educational achievement faced by eligible pupils at the school

- Delays in social / emotional / behavioural / speech and language development
- Lack of support outside school, e.g. homework, reading
- Low attainment in English and Maths, not meeting age-related expectations
- Limited experience of life outside school
- Pupils who have suffered trauma outside school and experience ongoing issues, including CLA
- SEND, including on-going medical investigation / diagnosis e.g. ASD, ADHD, PDA
- Attendance and punctuality of a very small minority
- Medical conditions, which affect attendance, punctuality, attainment and concentration

How we will spend the pupil premium to address those barriers

Provision is allocated on a child by child 'need' basis and each child's needs / progress is reviewed each term. The following strategies have been developed over several years and have had the greatest impact on individuals: In 2025-26, Pupil Premium funding is being used in the following ways:

- Additional Teaching Assistant / HLTA hours to work with individuals and groups of children
- 1 x Additional Welfare at lunchtime to support children with emotional need
- Smaller classes to ensure low adult:child ratio for all PP children (we have 7 classes for 157 children – this gives us a teacher:child ratio of 1:22.4)
- Additional teacher time to work with individuals / small groups
- Pastoral sessions for groups / individuals

- 1:1 daily reading for children on FSM6, including purchasing of individual interest reading material
- 1:1 practising of times tables for children on FMS6
- 1:1 and small group support at playtimes and lunchtimes for identified children
- 1:1 and small group support for SEN / intervention for identified children
- Subscription to IDL (computer based precision teaching program)
- Stoke Speaks Out assessments and interventions for EYFS supporting communication and language
- Contributions towards school trips/ enrichment activities when needed
- Taking part in school-led tutoring scheme

The impact of the pupil premium expenditure

- The impact of Pupil Premium spending is measured and reviewed at termly pupil progress meetings between class teachers and the SMT.
- The impact is measured per child as the additional time and resources provided by pupil premium funding cannot be measured by attainment statistics in isolation.
- These additional resources and services continued to ensure that our children had the help they needed to access the full curriculum in school to make the progress needed to meet their individual targets. Improvements in attendance, behaviour, self-esteem and attainment /progress is monitored.
- By increasing staff:pupil ratio, relationships are built and children feel safe and secure both in and out of the classroom.
- All children who are Pupil Premium have daily interventions in school, which are reviewed and revised at Pupil Progress meetings each term.

**Individual, anonymised provision and impact are regularly shared in the Resources Governor sub-committees (see minutes).
Comments below include examples of / general summaries of impact:**

Date of the next new pupil premium strategy = Autumn 2028

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1. Summary information					
School	Asmall Primary School				
Academic Year	2025-26	Total PP budget	£52,060	Date of most recent PP Review	September 2026
Total number of pupils	152	Number of pupils eligible for PP	30FMS6 + 2 CLA +1 service	Date for next internal review of this strategy	Autumn 2028 (New PP Statement)

2. Barriers to future attainment (for pupils eligible for PP, including high ability) 2025-26	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Delays in speech and language development
B.	Social/emotional/behavioural issues affecting attainment
C.	Lack of support outside school (e.g. homework, reading)
D	Low attainment in English and Maths
E	Limited experience of life outside school

F	Pupils who have suffered trauma outside school
G	SEND including ongoing medical investigation/diagnosis
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance and punctuality of identified PP children

I.	Medical conditions which can impact on attendance and punctuality, attainment and concentration
3. Desired outcomes 2025-26	
	<i>Desired outcomes and how they will be measured</i>
A.	Whole-school introduction of the Voice 21 Oracy Framework to develop speaking, listening and vocabulary skills across the curriculum. Additional adult to deliver Stoke Speaks Out assessments and interventions in Reception to identify delays in understanding and spoken language skills. Additional adult funded to deliver Bucket Therapy within EYFS to support communication, attention and listening skills. Social, emotional, behavioural, speech and language needs identified early, with targeted support in place to enable children to access learning and develop positive friendships.
B.	Support provided to meet emotional needs and build trusting relationships, improving self-esteem and wellbeing. SEMH provision delivered within classes and through targeted interventions. Liaison with external agencies, including CANW and other specialist services. Additional funding used for specialist support and identified 1:1 interventions. Funding allocated for additional TA support and staff CPD to strengthen provision. Additional welfare staff at lunchtime to support vulnerable children and reduce incidents. Games Club staffed by an HLTA, providing an indoor supervised alternative to outdoor play. Small-group support and supervision available during playtimes as required. Educational playground games training provided by Lancashire County Council to develop social skills, turn-taking and active engagement.

C.	School provides additional opportunities for reading, spelling, times tables practice and educational games to compensate for limited support at home. Daily reading opportunities with adults. Vulnerable pupils monitored through TAS plans, with actions reviewed regularly. Support offered to parents, including referral to Early Help where appropriate. Regular pupil progress meetings and safeguarding reviews with SLT. IDL intervention activities delivered daily for identified pupils.
D.	Additional teacher funded through Pupil Premium to enable 157 children to be taught across seven classes. Smaller class sizes allow for lower adult-to-pupil ratios and a more personalised curriculum. Children are supported to meet age-related expectations through a differentiated, ambitious and appropriately challenging curriculum.
E.	Educational playground activities and structured social opportunities broaden children's experiences, develop teamwork, communication and problem-solving skills. Access to wider enrichment opportunities through school-funded activities and interventions where required.
F.	Strong relationships developed with pupils and families to provide stability and consistency. Attendance and punctuality closely monitored, with support plans implemented where necessary. Working with our Lancashire Attendance Lead Neil McLoughlin Partnership working with parents and agencies, including the Social Inclusion team, Family Hub, Barnardo's, CAHMS. Use of parental contracts, reward systems and regular attendance reviews to support engagement. Monthly meetings with families when required and ongoing multi-agency collaboration. Staff to meet with medical staff and parents regularly – understanding of individual child's needs. Support given in school as appropriate, including playtimes / lunches. Appropriate training for staff.
G.	Regular meetings between school staff, medical professionals and parents to ensure a clear understanding of individual needs. Appropriate support and reasonable adjustments provided throughout the school day, including at playtimes and lunchtimes. Specialist advice sought where needed. Relevant training provided for staff to ensure pupils' medical and SEND needs are met effectively. Ongoing monitoring and support for pupils undergoing assessment or diagnosis processes.
H.	Attendance and punctuality monitored and relationships with parents built. When needed, Lancashire attendance team involved, parental contracts in place, reward systems for children and therefore attendance and punctuality improve. School working in partnership with any agency involved with family. Weekly review of attendance and punctuality. Monthly meetings with parents as needed.