Pupil premium strategy statement

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	317
Proportion (%) of pupil premium eligible pupils	27 (8.5%)
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)**	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Swindell (Head Teacher)
Pupil premium lead	Gill Harrowven (Inclusion Lead)
Governor / Trustee lead	Louise Dhorajiwala

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,915.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£123.00
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*	£47,038

Part A: Pupil premium strategy plan

Statement of intent

Improving Outcomes for Disadvantaged Children
Our intent is to ensure that all children, regardless of their background, have access to high-quality education and opportunities to succeed. To achieve this, we are committed to implementing key principles and strategies that focus on improving teaching and learning outcomes, providing targeted support, and fostering an inclusive environment that addresses challenges related to progress and attainment, attendance, behaviour, and overall well-being.

Key Principles:

1. **High-Quality Teaching for All**
   - Prioritise effective teaching strategies that benefit disadvantaged students while raising standards for all.
   - Equip teachers with professional development focused on evidence-based practices.
   - Provide a well-resourced, engaging curriculum designed to close knowledge gaps.

2. **Targeted Academic Interventions**
   - Use data to identify specific learning needs and implement personalised support.
   - Provide small-group or one-to-one tutoring to help bridge attainment gaps.
   - Offer additional resources such as technology, literacy programs, and academic mentoring.

3. **Focus on Curriculum Access to improve outcomes**
   - Ensure subject leaders fully monitor their subject areas to ensure the curriculum is delivered consistently across the school.
   - Adaptations in lessons ensure that all children are learning as well as they can.
   - Assessment is embedded across all subject areas so that teachers know how children's knowledge is developing and any gaps are addressed.

Challenges

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

Challenge number	**2024-25 challenges**
1	2024 EYFS GLD was below national *(54%)*
2	2024 Y1 Phonics was significantly below national *(61%)*
3	2024 Y6 WRM was below national and writing is significantly below national *(57%)*
4	2024 SEND linked to SEBD were increasing across the school and impact on learning.
5	Embed High Quality Teaching and Learning across the school
Challenge number	**Detail of challenge**
1	Maintaining EYFS GLD to be in-line with national & aim for above *(71%)*
2	Maintaining Y1 Phonics to be above national *(85%)*
3	2025 Y6 WRM is below national and writing is significantly below national *(56%)*
4	High Need SEND with SEBD require highly adapted curriculum support
5	Embed and maintain High Quality Teaching and Learning across the school

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
Improve EYFS outcomes and EYFS SEND provision, by supporting the teaching of SEND, SEBD & Literacy	▪ High quality teaching and learning will identify areas and address areas of need for the Reception cohort ▪ EYFS GLD will aspire to be in line or above the national average ▪ Teaching and learning will include adaptations and careful planning to make the best use of teaching assistants for SEND, SEBD and Literacy
Improve Phonics outcomes, by carefully assessing gaps and identifying appropriate interventions	▪ Gaps in learning will be identified and addressed using Phonics Tracker ▪ The Phonics pass rate will aspire to be in line or above the national average ▪ Phonics interventions and support for parents will improve outcomes
Improve Writing outcomes in KS2, by offering high quality CPD for teachers to address T&L and MBUTAs	▪ All teaching will improve, alongside the application of the school's teaching & learning model ▪ Y6 pupils achieving the expected standard will aspire to be in line or above the national average ▪ Teachers will be clear of assessment criteria and plan lessons to address these in an effective sequence of learning, following the school's learning overview ▪ Teaching and learning will include adaptations and careful planning to make the best use of teaching assistants
Maintain good attendance and promote healthy lifestyle choices, by offering a range of wider curriculum activities, including before and after school provision	▪ Children will be happy to come to school, and enthusiastic about their learning, due to the wider offer of curriculum activities beyond the daily classroom lessons

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of pupils	EEF: Teacher Feedback to Improve Pupil Learning EEF: Metacognition and Self-regulated Learning Great Teaching Toolkit – Evidence Review EEF: Early Years Toolkit	1, 2, 3
Professional development to support the implementation of approaches for a DFE validated systematic synthetic phonics programme	EEF: Phonics GOV.UK Choosing a phonics teaching programme	2
Mentoring and coaching for teachers	EEF: Mentoring Mentoring and coaching of teachers	5
Supporting the recruitment and retention of teaching staff	EEF: Effective Professional Development	5
Technology and other resources that support high quality teaching	Using Digital Technology to Improve Learning	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition	EEF: Small Group Tuition	1, 2, 3, 4
Targeted interventions to support language development, literacy and numeracy	EEF: Improving Literacy in KS1	1, 2, 3, 4
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	EEF: Special Education Needs I Mainstream Schools EEF: Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 4
Teaching assistant development and interventions by supporting high quality provision within the classroom	EEF: Making the Best Use of Teaching Assistants EEF: Teaching Assistant Interventions	1, 2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Social and Emotional Learning	1, 2, 3, 4
Supporting attendance	EEF: Supporting School Attendance	1, 2, 3, 4
Extracurricular activities, including sports, outdoor activities and arts and culture, e.g. music lessons and school trips	EEF: Physical Activity EEF: Arts Participation	1, 2, 3, 4
Breakfast clubs and meal provision	EEF: Review of evidence in free school breakfast provision	1, 2, 3, 4

Total budgeted cost: £47,000

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Pupil Premium numbers have remained at a similar percentage over the past 3 years. The school seeks to promote access to the grant to parents that may have had a change in circumstances.

Our data for 2025 shows that generally our KS1 and KS2 pupil premium children do not perform as well as the non-pupil premium children. We also have a number of double disadvantaged / multi-disadvantaged children that do not achieve expected outcomes for their year group.

Subject	Statistic	2022-2023		Cohort	2023-2024		2024-2025	
		School	National		School	National	School	National
KS2 RWM	% of EXS	-	60	42	52	61	56	62
KS2 Read	% of EXS	0	73	42	74	74	82	75
KS2 Write	% of EXS	0	71	42	57	72	62	72
KS2 Maths	% of EXS	100	73	42	83	73	76	74
MTC	% of full marks	14	29	44	11	34	20	38
Phonics	% of passes	71	79	44	61	80	85	80
EYFS	% of GLD	39	67	37	54	68	71	69

In Phonics, we purchased a Phonics Tracking Tool that was implemented in Spring Term 2024. Teachers have found this invaluable for assessing gaps to inform further teaching and interventions. This system was embedded and timely, targeted interventions were put in place. Consistent use has led to improved results this year.

We are pleased that we are advertising the benefits of the pupil premium grant better to families. We have found that orders for sets of uniform have increased each year, as well as applications for the after school clubs. It is noticeable that more families are not able to contribute to school trips, but we have not cancelled trips, as we know the overall benefit that this has on children's excitement for learning about their world.

The school ring fences money for visits and cultural experiences. Eligible families had access to the Y6 residential trip in October 2025. The Y6 residential trip has a huge impact on the

children's wellbeing and self-esteem, particularly as it is placed at the beginning of the year. The pupil premium grant is a great support for families with this trip.

Attendance of children with pupil premium grant dropped slightly last year (91.3%), and continues to be below the national average (94.8%). There are identified families that we are in regular contact with. We work with the Norfolk attendance team to create support plans, as well as, working with outside agencies through targeted support plans. Attendance is regularly monitored every fortnight, to ensure that vulnerable children are in school as much as possible. On occasions this has included providing transport for children when their families have been unable to get them to school.

Last year, we continued to deliver family information meetings, offering a phonics meeting in the first term, as well as targeted family meetings for the children identified for additional intervention support. Whole school meetings continue to have poor attendance, but there was positive feedback from targeted meetings, with good attendance and an offer of practical resources that can be used at home.

A Parent Support Advisor is available to offer some level of support for children that have SEND with SEMH.

The school has fully implemented the 5 Ways to Wellbeing strategy, which is part of weekly assemblies and daily reflections. Our children are aware of how to live a healthy lifestyle. It is hoped this will support them as they develop into adulthood.

Pupil Premium children, that have other specific learning difficulties, have benefitted from Play Therapy and outside agency support and assessments. These have been invaluable in identifying specialist support, resources and recommendations.

Externally provided programmes

Programme	Provider
Phonics Bug	Pearsons
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle ltd
TenTen Life to the Full Plus	Ten Ten Group
PATHS	Norfolk County Council

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
- Curriculum resources and staffing for any additional intervention support
The impact of that spending on service pupil premium eligible pupils
- Service children with additional learning needs received specialist assessment and interventions.

Further information (optional)

N/A