



Pupil premium strategy statement-2024- 2027 2nd year (2025/26)

This statement details our school's use of pupil premium for the academic year 2024 -2027 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 effect that last year's spending of pupil premium had within our school.

Text in Green signifies the 2nd year – allocations and review of 2024 25 data.

School overview

Detail	Data
School name	Padbury CE School
Number of pupils in school	105 – yr1 104-yr2
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	September 2024

Date on which it will be reviewed	September 2025 -Yr1 September 2026 -Yr2
Statement authorised by	LGB
Pupil premium lead	Lucy McFarlane
Governor / Trustee lead	Hannah Grace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24/25 Pupil premium funding allocation this academic year 25/26	£15,586 £13,635
Overspend in 2023 24 Overspend in 2024 25	-£2117.24 £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	£13,469 £13,635

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers faced to learning for our disadvantaged pupils are:

- Lack of opportunity outside of coming to school.
- Limited support academically at home.
- Weak language and communication skills.
- Complex family situations which prevent children from flourishing.
- 66% of our current PPG children have witnessed domestic violence in the home.
- Lack of access to ICT provision to access home learning platforms.

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 schools. 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.

There is no 'one size fits all' approach as the challenges are varied and in a small school, often unique to individuals and their families.

At Padbury CE School it is our intention:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to continue to make or exceed nationally expected progress rates from their starting points.
- To support children with their health and mental wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Use data to review and act early, intervening when the need is identified.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed.

- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate funding to support any pupil or pupils the school has legitimately recognised as being socially disadvantaged.
- Pupil premium will be allocated on a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives: The range of provision the Governors consider making for this group include and would not in inclusive of:

- Ensuring all teaching is good or better thus ensuring the quality of teaching experienced by all children is good.
- Effective deployment of support staff to support all children in whole class, group work and 1:1 where appropriate.
- 1:1 support from teaching assistants where appropriate for individual needs.
- Support payments for lunches for KS2 children as well as activities such as residentials, visits, attending extracurricular clubs.
- External professional support from cognition and learning to support diagnosis and support for teachers in adapting provision to match need.
- External support from play therapist to meet emotional and social needs identified.
- Behaviour support where required.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in writing and maths.
2	To ensure children make good progress in phonics and early reading.
3	Attainment gap in achieving greater depth in reading, writing and maths.

4	Behaviour difficulties as a result of difficulties in regulating emotions.
5	Supporting children who need emotional support in order for them to be able to learn effectively.
6	Parental engagement in supporting learning from home.
7	Ensuring all children have access to wider experiences regardless of whether they are eligible for the PPG
8	To support children who have experienced domestic abuse in the home, historically and currently.

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
Progress in writing	All pupils eligible for the PPG will make at least expected progress.
Progress in maths	All pupils eligible for the PPG will make at least expected progress. 2026 - 36% (4 ch'n) will make better than expected progress and begin to close the gap with their peers.

<p>Progress in phonics and early reading- EYFS and KS1</p>	<p>All children pass phonics check in yr1 in 2025 and achieve expected or better progress from starting points. -achieved 2026- 75% of all pupils will pass phonics check inc all PPG. (4 Sig SEN not PPG unlikely to achieve)</p>
<p>Achieve greater depth in reading</p>	<p>Achieve national average for greater depth reading for PP pupils in KS2. -achieved in 2025 50% PPG in Yr6 to achieve GDS in 2026</p>
<p>Achieve greater depth in maths</p>	<p>Achieve national average for greater depth for PP pupils in maths in KS2. -achieved 25% PPG in Yr6 to achieve GDS in 2026</p>
<p>Children understand and use the Zones of regulation.</p>	<p>Children able to describe and label emotions to an adult at key points without hurting others. Children to be able to articulate how zones helps them when they are feeling angry/cross. Achieved but needs to continue into 2025 26</p>
<p>For all children to be able to attend all events the school organises</p>	<p>All pupils attend- achieved and continue</p>

Children able to recognise what domestic abuse is and how they may have been affected and seek help.	Children able to verbalise their thoughts on current and previous situations knowing they can trust adults in school when needed. Helping Hands programme successful in supporting pupils in 2025. Volunteer Counsellor successful in working 1:1 with range of pupils inc PPG. New counselling support for grp of pupils inc PPG 2026-Origami Wings project
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7000 **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers in reading, writing and maths to deliver high quality teaching (<i>Free</i>). <i>Julie Sargeant -working 1:1 with school est £1300</i>	EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change. Training from the Trust throughout year to support effective delivery with focus on writing (Julie Sargeant) Successful – continuing with focus on oracy, sentence structure, PPG.	1,2,3
Additional TA support (TA) in a class where needs of pupils identified as priority. (<i>£1700</i>)	EEF-tiered approach to support smaller group teaching. Focus on overlearning and revision of work covered to allow all children to keep up. 1 HLTA deliver spelling programme in yr2 to allow for smaller class sizes and focus. 2 TAs to support learning in 1:1 capacity which enables focus for all. Continue	1,2,3

<p>Additional M6 teacher to support children in a class in morning for 2024 25 (Est:5,000)</p> <p>Move to HLTA/TA model 25/26 (Est £3000)</p>	<p>EEF-Quality first teaching alongside smaller groups. This will enable focussed teaching to meet specific needs of academic and behavioural/developmental needs in class for a fixed term.</p> <p>Staffing now utilising HLTAs and TAs to support small group working.</p>	<p>1,2,3,4</p>
<p>Mentoring of new staff/ side by side approach. (Free)</p>	<p>Paired teaching builds on side-by-side approach model to improve the quality of teaching and outcomes for all children.</p> <p>Continue with experienced teachers working in different year groups.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £1545 ~~£2042~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Precision monitoring (1 TA 6x weekly 1 hour x20 weeks) £375</p> <p>Continue – increase to meet demand with PPG and non PPG children. Twice the cost. (£750)</p>	<p>EEF-1:1 targeted support. Focused timed interventions that show pre-task and post task scores show progress of pupils.</p> <p>Evidence from progress made last year with this intervention proved successful in securing number bonds, times tables knowledge and spelling patterns has dictated why this intervention is successful to repeat again.</p> <p>1x TA weekly to run sessions in KS2</p>	<p>1,2,3</p>
<p>Small group intervention (£446-1 TA 1 hour x20 weeks)</p> <p>Continue -maths interventions required. Teacher led. est £446</p>	<p>EEF-Collaborative group work. Shown to be effective in identifying small groups of children with similar needs who need some additional input and time to embed key concepts and skills.</p> <p>2x intervention sessions after school with maths and writing focus.</p> <p>Purchase of intervention support. 1x weekly maths interventions.</p>	<p>1,2,3</p>
<p>SOS spelling (£446 1 morning of TA 1xweekly for 20 weeks)</p> <p>Continue</p>	<p>EEF-Multisensory approach to spelling effective in securing knowledge of words into long term memory.</p>	<p>1,2,3</p>
<p>‘Keep up’ phonics support programme. (Free) Continue</p>	<p>DfE-Little Wandle Letters and Sounds shows how additional phonic booster sessions daily can help children ‘keep up’ and make good progress in phonics.</p>	<p>1,2,3</p>

Purchase of 'Doodle' app to support English and maths skills <i>Continue</i> <i>Proportion of total cost £400</i>	Accredited programme to support all children at home with additional support for disadvantaged children daily at school.	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4924 *£5400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation for children and parents <i>(Free)</i> <i>Continue</i>	Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to access and discuss their emotions more readily through the use of the colour zones. They have a greater understanding of how they feel. It allows them to understand all emotions are ok and therefore allows them to manage and regulate them more easily whilst feeling more confident.	3,4,5
Parental meetings to encourage and support learning at home <i>(Free)</i> <i>Continue</i>	EEF: Parental engagement Good parent: school relationships are vital for all children but need to be nurtured more with hard-to-reach parents. Strategies for achieving this include breakfast meetings/phone calls home	3,4,5
Professional support Cognition and learning x2 <i>(£1000)</i> <i>Continue</i>	Diagnostic reports with Professional support where concerns over specific learning difficulties arise will support pupils and teachers in planning to meet needs.	1,2,3,4,5

<p>Provision of lunchtime extracurricular sports activities to provide high quality game and activities to engage pupils <i>(Money from Sports Grant)</i></p>	<p>This structured and supervised provision helps to engage pupils and keep them physically active improving wellbeing and mental health. As a result, behaviour issues are kept to a minimum and pupils are able to return to class ready for learning</p>	<p>1,2,3,5</p>
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<p>Provision of enrichment activities, trips, visitors and residential trips, music lessons. <i>(Est £1200)</i></p>	<p>Enrichment days, visitors, visits and trips are linked to the curriculum, this enables pupils to receive first-hand experiences to support learning in the classroom. All key stage 2 pupils are offered the opportunity to learn to play an instrument. This helps to develop confidence and promotes health and wellbeing. "Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum." EEF</p>	<p>1,2,3,4,5</p>
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<p>Lego therapy <i>Continue est £1200</i></p>	<p>Research shows Lego therapy supports children with social communication difficulties learn to work together in small groups to understand taking turns, working together to create a shared outcome.</p>	<p>4,5,7,8</p>
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<p>Trainee counsellor -series of sessions free of charge Oct to April 25. <i>(Free)</i> <i>Completed 24/25. 25/26 – Charity funded counselling support -Origami Wings 8 ch'n six-week session</i></p>	<p>Research shows counselling is beneficial for those in need of emotional support or advice. It provides a safe and secure space to discuss personal thoughts, feelings and experiences with someone who is trained to help guide children through any difficulties that may arise.</p>	<p>4,5,7,8</p>
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<p>Trauma and attachment training (Free) <i>Completed. Roll out to all support staff in 25 26</i></p>	<p>There is a large body of evidence which shows that the adversity children experience can affect them into adulthood. Anyone can be susceptible to ACEs regardless of ethnicity, sex and socioeconomic status.</p> <p><u>Studies have shown:</u></p> <ul style="list-style-type: none"> •Nearly half of people in England experience at least one ACE, with around 9% experiencing four or more ACEs (Blackburn & Darwen Study). •Six ACEs can reduce your life expectancy by 20 years. •ACEs experience tends to increase with lower socioeconomic status. 	<p>7,8</p>
<p>To improve pupil engagement, physical activity and wellbeing through Forest School activities. - £2,000</p>	<p>Social and emotional learning strategies can have a positive effect on aspects of literacy and numeracy.</p>	<p>4,5</p>

Total budgeted cost 2024/25 - £13, 469

Total budgeted cost 2025/26- £13,442

Part B: Review of the previous academic year – 2024 25

We have analysed the performance of our disadvantaged pupils during the academic year 2024-25, drawing on national assessment data and our own internal summative and formative assessments.

The data shows that 100% of our disadvantaged pupils achieved 2025 EXS outcomes in RWM combined at the end of Key Stage 2. This is considered significantly above national averages. The IDSR shows over a three-year period, disadvantaged pupils achieve well over time, 100% in RWM for the last three years.

There were no disadvantaged (FSM) pupils in 2025 in EYFS. In yr 1, 100% passed the phonics check, again significantly above national outcomes. 100% of pupils disadvantaged pupils in yr4 also passed the multiplication check.

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

The attendance of all disadvantaged primary pupils across the school was 94.6% against national (for all FSM pupils) of 89.4%. The persistent absence of our disadvantaged pupils 12.5%, below the national figure.

No pupil premium children have been suspended or excluded in the last 8 years.

Based on all the information above, the performance of our disadvantaged pupils is significantly above national data and reflects the commitment that everyone can achieve well is embedded in our thinking. We met the intended outcomes outlined above.

Our evaluation of the approaches delivered last academic year indicates that interventions have been positive ones and outcomes are improved from the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to support our school this coming year. This is recorded in each section of the plan above in green text.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The numbers of pupils in receipt of the service premium is statistically very low. These pupils benefit from additional support related to academic need unrelated to being part of a service family. They achieve well.
The impact of that spending on service pupil premium eligible pupils
Impact is monitored through outcomes of data from assessments and formative assessment, pupil surveys and parent surveys.