

Pupil premium strategy statement – Pattishall CE 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	155
Proportion (%) of pupil premium eligible pupils	6.5%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma McLean
Pupil premium lead	Steph Bruce
Governor / Trustee lead	Danielle Winstain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15150
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15150

Part A: Pupil premium strategy plan

Statement of intent

At PPS, we believe in putting our heart and soul into everything that we do. Our ambition is that our passion for learning inspires our children and ignites a lifelong journey of discovery. We want our children to have a sense of enormous wellbeing and a positive feeling of achievement - by reaching their personal goals and targets. 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.

The activity we have outlined in this statement is intended to support the needs of all vulnerable pupils regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans reflecting priorities from our School Development Plan. It will be responsive to common challenges and individual needs, rooted in observation and assessment, not assumptions about the impact of disadvantage.

Our approach will involve a multi-pronged delivery of strategies addressing each objective in order to maximise the impact. These strategies will be chosen because research has demonstrated that they are effective. They will include quality first teaching for all children, targetted support for small groups and wider strategies addressing social and emotional needs.

We will also support the well-being of our disadvantaged pupils who need it by using the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, ensuring our disadvantaged pupils have the cultural capital they can build on from in the next stage of their life.

We will 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	Assessments show that many disadvantaged children have lower attainment in writing. This is due to a complex range of needs including SEN.
2	Assessments and observations show that some disadvantaged pupils in KS2 have greater difficulties with reading strategies (fluency and comprehension). This negatively impacts their development as readers.

3	Assessments show that some disadvantaged children have lower attainment in maths. This is due to a complex range of needs including SEN.
4	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by the combining of a range of factors such as safeguarding, SEN, mental health needs and attendance. The combination of these needs can be challenging to address and act as a significant barrier to learning.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Financial disadvantage for our families can impact on enrichment opportunities for the pupils.
7	Our attendance data indicates that attendance among disadvantaged pupils has been around 5% lower than for non-disadvantaged pupils.

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
Writing attainment amongst disadvantaged children to show at least expected progress	<p>Monitoring of English books to show improvements in areas targetted for support (handwriting, SPAG)</p> <p>Year 6 children to make at least expected progress in writing.</p> <p>Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.</p>
Reading attainment amongst disadvantaged children to show at least expected progress.	<p>All disadvantaged children to pass the Year 1 Phonics Screening.</p> <p>Year 6 children to make at least expected progress in reading.</p> <p>Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.</p>

Maths attainment amongst disadvantaged children to show expected or accelerated progress.	White Rose assessments to show improvement in areas of difficulty targetted by 1:1 teaching. Year 6 children to make at least expected progress in maths. Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.
All disadvantaged pupils are enabled to take part in wider school and extra-curricular offers that would be otherwise impacted by the family financial situation.	Disadvantaged pupils to have attended (as desired) year group trips or additional clubs at no family cost.
Specialist interventions from the ELSA/Nurture Team to provide disadvantaged pupils with support for their social and emotional needs.	Assessments to show improved outcomes for pupils after interventions enabling them to access learning more effectively.
To achieve improved attendance for disadvantaged pupils	The overall absence rate for all pupils being no lower than 95%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 4% lower. Individual cases and circumstances to be monitored and responded to as appropriate.

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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to improve our whole school approach to the teaching of reading using quality	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)	2,4

<p>texts and progression documents.</p> <p>We will continue to:</p> <p>Focus on high quality systematic phonics sessions in EYFS/KS1, assessing and regrouping children regularly.</p> <p>Focus on teaching comprehension skills using VIPERS sessions and using Lexplore in KS2 to assess children and ensure they are reading at an appropriate level.</p> <p>Provide CPD so that all staff delivering RWI are trained and the English Lead uses regular staff meeting/Training Day time to focus on planning and delivery of text based sessions.</p> <p>Improve the delivery of RWI and 1:1 tutoring sessions through Development Days with a RWI Trainer.</p>		
<p>To continue to improve our whole school approach to the teaching of writing using quality texts and progression documents. We will continue to:</p> <p>Provide time for the English Lead to support teachers in planning and delivering QFT using a structured 3 week cycle.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>1,4</p>

<p>This support will focus on the barriers to achievement identified by assessment and outlined in our SDP – spelling, handwriting and vocabulary.</p>		
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving. We will continue to engage with the fifth year of the Enigma Hub Teaching for Mastery Work Group providing regular opportunities for the Maths Lead to feedback to staff and observe them teaching.</p> <p>We will introduce Mastering Number sessions 4 times a week from EYFS to Y3 in order to improve number sense and fluency.</p> <p>.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>3,4</p>

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

Budgeted cost: £5150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	2,4

targeted at disadvantaged pupils who require further phonics support.	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	
Additional reading and comprehension sessions targeted at disadvantaged pupils who require further reading support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2,4
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Regular one to one feedback on progress towards writing targets and next steps.</p> <p><u>Feedback Toolkit Strand Education Endowment Foundation EEF</u></p>	1,4
Additional maths sessions targeted at disadvantaged pupils who require further maths support eg. Number Stacks – an intervention that identifies and then plugs any gaps in children's understanding .	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	3,4
Targetted support for disadvantaged pupils with an	<p>Targetted support based on the five recommendations of effective provision for SEND pupils</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</u></p>	4

EHCP/additional needs.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support the continuing work of the ELSA and Nurture Team to provide 1:1 ELSA interventions and small group Rainbow Club sessions .	Pupil voice questionnaires show that attendance at ELSA sessions is making a big difference to the children who attend enabling them to be more positive about school and more ready to learn. https://educationendowmentfoundation.org.uk/public/files/EEF_Case_Study_SEL_Woodhall_Primary_School.pdf	4, 5
Pupils in receipt of pupil premium funding are funded to take part in sports, music and languag	All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole.	6

e clubs and other enrichment experiences that enable the whole child.		
Monitoring of absence data for all pupils particularly focussing on negative trends for disadvantaged pupils	<p>Continue to take a tailored approach to engaging and supporting parents to improve their children's attendance.</p> <p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p>	7

Total budgeted cost: £15150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading:

Our assessments show that an increased focus on consistency and rigour in teaching phonics continues to be appropriate. An increased focus on supporting upper KS2 children with reading comprehension has been implemented this year to support those who are off track.

Writing:

End of year assessments show that all children made expected progress but this is the area with the greatest gap between the attainment of disadvantaged pupils and their peers. Analysis shows that the barriers to achievement are handwriting, spelling, punctuation and grammar, and vocabulary. We are implementing new daily handwriting sessions, a more structured approach to spelling and a new 3 week writing cycle with an increased focus on SPAG and editing. Training and development opportunities for these are highlighted in the included in the School Development Plan.

Maths:

End of year assessments show that less children made at least expected progress from their starting points this year than in previous years. We are continuing to focus on quality first teaching through the mastery approach with support from the Enigma Maths Hub. We are also introducing an increased focus on fluency in number and place value through daily 10 minute Mastering Number sessions from Reception to Year 3.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be areas that need support. Children who did not make expected progress had complex needs arising from several different areas. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan and are investigating how we can improve our support for children with multiple needs.

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
NA	

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA