Pupil premium strategy statement – Neatishead C of E 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	75
Proportion (%) of pupil premium eligible pupils	11%
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)**	2025/26 – 2028/29
Date this statement was published	February 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Hayley Sonnex Executive Headteacher
Pupil premium lead	Hayley Sonnex
Governor / Trustee lead	Graham Johnston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150.00 + £5,260.00 post LAC

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*	£20,410.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).At the heart of our approach is quality first teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all

- *pupils in our school where funding is spent on whole-school approaches. Implicit in the*
- *intended outcomes detailed below, is the intention that outcomes for non disadvantaged*
- *pupils will be improved alongside progress for their disadvantaged*
- *peers.*
- *We will also provide disadvantaged pupils with support to develop independent life and*
- *social skills and continue to ensure smooth transitions as they move through the school*
- *and on to high school. Supporting good attendance is another key strategy.*
- *Our strategy will be driven by the needs and strengths of each pupil, based on formal*
- *and informal assessments, not assumptions or labels. This will help us to ensure that*
- *we offer them the relevant skills, knowledge and experiences they require to maximise*
  the opportunities their time with us offers.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children do not always achieve as well as their peers in reading, writing and maths.

2	Speech language and communication skills are less developed.
3	Attendance of disadvantaged pupils. To date this year disadvantaged pupils' attendance is 90% compared to whole school attendance figure of 96%.
4	Mental and emotional well-being of pupils has become a school wide concern.
5	

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
Disadvantaged pupils continue to make good progress in their learning. Attainment gaps are targeted and addressed through quality first teaching and focused intervention.	Performance data demonstrates good rates of achievement for the majority of disadvantaged pupils.
Disadvantaged pupils in the Early Years (with the exception of those with significant SEND) meet the expected standard for communication and language by the end of reception.	EYFS data and assessments evidence good progress.
Improve the attendance of disadvantaged pupils.	School attendance data shows that the attendance of disadvantaged pupils is in line with the attendance of non-disadvantaged pupils.
Improve mental and emotional well-being of pupils.	Pupils receive the support that will equip them with strategies to deal with issues that could impact on their ability to focus in a classroom, thereby impacting on their progress.

Activity in this academic year 2025-2026

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: £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
		3,4
Specialist French teacher enrichment	Twice monthly lessons	
Support for visits	Every child enabled to participate in every aspect of school life	3,4
Targeted support/resources including daily milk	Supporting healthy diet and nutrition Specialist SEND resources with specific pupils in mind	3,4

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

Budgeted cost: £14,403.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund additional support staff to support pupils on a one to one basis	EEF Teaching and Learning Toolkit One to One tuition	1,2

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

Budgeted cost: £2007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school enrichment designed to provide opportunities and experiences outside the standard curriculum	Some of our children have limited opportunities to enjoy wider enriching experiences. These experiences increase well being and help children to develop social and communication skills, which in turn help them to make better progress in the classroom.	4
To support low income families by providing essential resources such as book bags, uniform and funding school trips	This ensures all pupils have equal opportunities, regardless of their circumstances.	3,4
Run a series of parental engagement sessions, learning cafes, designed to support families and increase their engagement with school.	EEF Teaching and Learning Toolkit – Parental engagement	3,4
Whole school CPD on attendance with Inclusive Attendance	Working together to improve school attendance Gov.uk 19 August 2024	3

Total budgeted cost: £ 20,410.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

100% of disadvantaged pupils met the expected standard in reading compared with 86% of non-disadvantaged pupils, showing the performance of disadvantaged pupils to be strong in reading.

66% of disadvantaged pupils met the expected standard in writing compared with 86% of non-disadvantaged pupils.

66% of disadvantaged pupils met the expected standard in maths compared with 57% of non-disadvantaged pupils.

These results demonstrate an improvement compared to 2024 where only 30% of disadvantaged pupils met the expected standards in reading, writing and maths.

Disadvantaged pupils had 1:1 support at times and interventions alongside a high quality curriculum. Gaps were diminished as a result of our targeted support and internal data demonstrates significant progress for our disadvantaged pupils.

Attendance for disadvantaged pupils was 90% compared with a whole school attendance figure of 96%. This has been identified as a priority for 25/26.