# Pupil Premium Strategy Statement

This statement details the use of Pupil Premium funding at Preston CEVC Primary School for the academic year 2024-2025.

It outlines our Pupil Premium strategy, how we intend to spend the funding in the academic year 2025-26 and the effect that last year's spending of Pupil Premium had within our school in helping to improve the attainment of our disadvantaged pupils.

## School overview

| Detail | Data |
|---|---|
| School name | Preston CEVC Primary School |
| Number of pupils in school | 105 |
| Proportion (%) of pupil premium eligible pupils | 15.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Matt Walker |
| Pupil Premium lead | Matt Walker |
| Governor / Trustee lead | Diane Perry-Yates |

## Funding overview

| Detail | |
|---|---|
| Pupil premium funding allocation this academic year (based on January 2024 census) | £36,151 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,101 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £46,252 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Tas Valley Federation, our intention is that ALL pupils, irrespective of their background or the challenges they face, will be supported to make good progress and achieve high attainment in all areas of the curriculum, to fulfil their true potential. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal.

Our two schools offer a nurturing and supportive learning environment. Our staff foster strong relationships with all pupils and families, whether they are disadvantaged or not, leading to an expert knowledge of every child's individual learning profile. This includes their strengths, interests and any barriers to learning and progress.

High-quality teaching is at the heart of our approach, and we focus on areas where disadvantaged pupils require the most support. This is proven to have an impact on closing the attainment gap and will also benefit non-disadvantaged pupils within our school. It is our intention that our strategy will also seek to sustain the attainment and progress of non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is responsive to challenges and individual circumstances and needs. It is rooted in robust diagnostic assessment.

To ensure that disadvantaged pupils excel, we will:

- Ensure that they are challenged in the work they are set.
- Act early to intervene at the point of need.
- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged children.

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | National assessment data indicates that the attainment of many disadvantaged pupils is below that of their non-disadvantaged peers.<br>Historically, this has been supported by our assessment data. However, in 2023-2024, the attainment of our disadvantaged pupils was within 1 pupil of the national average in Maths and Writing at Key Stage 2. |
| 2 | The wellbeing, academic attainment and progress of many disadvantaged children has been adversely impacted by school closure during the pandemic. This is supported by national studies and by our internal assessment data.<br>This has led to significant knowledge gaps, leading pupils to fall further behind age expectations. In addition, many disadvantaged pupils have presented with social and emotional issues which have impacted their learning behaviours. |
| 3 | Persistent Absence. Historically, this has been an issue. However, in the academic year 2023-2024, only 4% of our disadvantaged pupils were persistent absentees, and the attendance of our disadvantaged pupils (95.86%) was higher than our non-disadvantaged pupils (94.41%). |

## 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 |
|---|---|
| Improved reading writing and maths attainment among disadvantaged pupils. | Internal and external data show that disadvantaged pupils make very good progress from their starting points. This is also triangulated with other sources of evidence: pupil voice, scrutiny of books, engagement in lessons, etc. |
| Achieve and sustain improved pupil wellbeing, particularly for our disadvantaged pupils | Qualitative data from staff, parent and pupil voice surveys and teacher observation; low incidences of bullying; participation in enrichment activities, particularly from disadvantaged children |
| Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils | Reduction in the attendance gap between disadvantaged and non-disadvantaged pupils |

## 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: £1,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Staff to have directed time to complete 'profile document' | Data analysis enables the school to identify where provision could be improved for Pupil Premium children; completion of profile document, with involvement from children, enables staff to understand the child's learning and social profile, and to take steps to address any barriers to learning | 1 2 |
| Designated non-contact time for MH Lead to meet with counterpart in our partner school to plan and monitor provision and to plan a Spring Wellbeing Fair. | Poor mental health is a barrier to attendance, wellbeing and academic attainment and progress. This training will enable staff to provide appropriate support to pupils and families. | 2 3 |
| Subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils | 1 |
| Purchase of additional resources to implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils | 1 |

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

Budgeted cost: £42,252

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teaching assistant support within all classrooms, to provide appropriate academic and pastoral support to all pupils, including disadvantaged pupils | This supports disadvantaged pupils by enabling them to receive targeted, individualised support (academic and pastoral), promoting good pupil engagement and attendance. | 1 2 3 |
| MSA support at lunchtimes to provide appropriate pastoral support and play leading activities, including disadvantaged children. | This supports disadvantaged pupils by supporting emotional wellbeing and removing barriers to attendance. | 2,3 |
| ELSA provision is available for short-term interventions. | This support pupils' emotional wellbeing and removes barrier to attendance and engagement by focusing on areas like self-esteem, coping skills, and managing emotions. | 1 2 3 |

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

Budgeted cost: £2,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Financial support for educational visits and enrichment activities, including music lessons | This is important to overcome any financial barriers to participation for disadvantaged children | 2 3 |
| Milk for Pupil Premium Children Y1-6 | This is important to overcome any financial barriers to participation for disadvantaged children | 2 3 |

## Total budgeted cost: £46,252

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The percentage of children that are eligible for Pupil Premium in Autumn 2025 is similar to the percentage of children that were eligible in Autumn 2024. This is despite an overall reduction to the number on roll (NOR). There is an ongoing trend whereby the number of pupils eligible for Pupil Premium joining the school in Reception is less than the number of pupils leaving the school at the end of Key Stage 2.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS results, Key Stage 1 and Key Stage 2 performance data, phonics check results, Y4 multiplication check and our own internal assessments.

- *At the end of the Early Years Foundation Stage, the percentage of disadvantaged children achieving a Good Level of Development was below the national average.*
- *No children who were eligible for Pupil Premium completed the Year 1 Phonics Check.*
- *In the Year 4 Multiplication Table Check, disadvantaged children achieved an average score which was higher than the national average.*
- *At the end of Key Stage 2, the proportion of disadvantaged pupils achieving the Expected Standard in Reading, Writing and Maths, both individually and combined, was below the national average.*

The continued strategy of using Pupil Premium to fund individual support within class has proved to be very successful. Support staff provide targeted academic support as well as pastoral support, and encouragement and advice with remote learning tasks. Staffing levels enable us to provide individualised and small group support, where children, including disadvantaged children, require additional input to achieve their learning outcomes.

Persistent absence is closely monitored within the school. During the academic year 2024-25, the overall attendance of our Pupil Premium children was 96%, which is well above the national average.