

# 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 these academic years and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Prior's Mill C of E Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	8.1% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	R Linsley Headteacher
Pupil premium lead	C Richards Assistant Headteacher
Governor	Claire Mitchell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 47200

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## PART A: PUPIL PREMIUM STRATEGY PLAN

### Statement of Intent

At Prior's Mill we strive for our Pupil Premium children to achieve at least in line with non-pupil premium children. We encourage our Pupil Premium children to have attendance and punctuality in line with non-pupil premium children. We will provide opportunities for Pupil Premium children to take part in extra-curricular activities and clubs. We want to instil a love of learning in our Pupil Premium children and for them to become independent, resilient learners.

We proactively address any gaps in knowledge and skills, ensuring Pupil Premium pupils can take advantage of the opportunities and experiences we provide for them. We provide our Pupil Premium children with a broad curriculum, rich in cultural capital. We remove barriers and ensure Pupil Premium pupils and staff members have high expectations. We audit, review and set targets to ensure we maximise the outcomes for Pupil Premium pupils.

Our actions and priorities are informed by evidence-based research and targeted to known needs. Our plan is monitored, evaluated and adjusted according to impact. The Pupil Premium strategy plan is championed by the Pupil Premium Lead and ownership is shared by teaching staff.

### Challenges

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

Challenge number	Detail of challenge
1	Individual gaps in learning mean that last year, in 4 out of 6 cohorts, less than 50% of our Pupil Premium children reached age related expectations in Combined Reading, Writing and Maths. These year groups were Y3 43% (7 pupils) Y4 25% (4 pupils) Y5 25% (12 pupils) Y6 33% (6 pupils).
2	PP attendance continues to be lower than non-PP. For Academic year 2023-24, PP attendance was 93% and non-PP was 95%. During this time, 25% of PP children are persistently absent (below 90% attendance) compared to 15% of non-PP children. Attendance 2024-2025 For pupil premium was 92.1% and 95.9% for non pupil premium so the gap is 3.8%. PP attendance was 93% the previous year so it has slightly fallen and non PP was 95% so this has slightly risen therefore the gap has increased. The PP attendance was significantly reduced by 10 out of 35 PP children who attended less than 90%.
3	Some children have limited wider life experiences and/or opportunities outside their school environment. This can impede their social development, emotional well-being, resilience and engagement with learning opportunities.
4	Some Pupil Premium children (12 pupils - 35%) have the additional challenge of SEND needs. Therefore, provision for these children is carefully targeted to meet their specific learning needs.

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## 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
Ensure high quality and personalised teaching continues to improve standards.	Age related outcomes in reading, writing and maths for children in receipt of pupil premium funding are in line with their non-PP funded peers (school target of 75% per cohort) and/or there is robust evidence of strong progress.
Increase attendance of PP pupils.	Pupil premium attendance is in line with national expectations. Persistent absenteeism of pupil premium children has significantly improved.
Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.	Increased participation of PP children in a range of quality opportunities and activities which support their personal development, resilience and engagement with the wider curriculum.

## 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.

**Budgeted cost: £3000**

Activity	Evidence that supports this approach	Challenge addressed
Quality CPD is carefully matched to meet the needs of pupils and staff development.	The EEF Guide to the Pupil Premium states that: 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'	1, 4
SLT to hold progress meetings with Teachers to monitor progress of PP children.	Feedback from PP lead will increase teachers' awareness of planning for and meeting the needs of the PP children. Teachers will then in turn, provide feedback on progress and next steps. EEF states that "A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle."	1, 4
Improving accuracy of assessment and feedback.	EEF states that "formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)."	1, 4

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

**Budgeted cost: £ 40700**

Activity	Evidence that supports this approach	Challenge addressed
Targeted teaching to address gaps and barriers through TA support and Interventions.	EEF states that "Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress".	1, 4
TA led intervention for phonics and reading.	EEF states "Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better".	
1-2-1 Support for children with physical needs and SEMH.	This is done as a necessity for these children to support them to access school.	
Tutoring – School staff to deliver catch up / consolidation tutoring to identified Y6 pupils.	EEF states "There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils." and "the average impact of the small group tuition is four additional months' progress, on average, over the course of a year."	

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

**Budgeted cost: £3500**

Activity	Evidence that supports this approach	Challenge addressed
Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.	EEF states that "all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education" and "enrichment approaches can directly improve pupils' attainment"	3
Pupil Premium Lead to monitor the attendance of children and persistent absenteeism alongside Pupil Welfare Officer and Attendance Officer. Interventions / removal of barriers to be actioned according to need.	For PP children to access all the above strategies, they need to be present in school as much as possible and also attend punctually. According to the Department of Education report The Link Between Absence and Attainment at KS2 and KS4, "overall absence has been shown to have a statistically significant negative link to attainment."	2

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## 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.

Children achieving expected standard or higher:

#### End of KS2

6 Pupil Premium, 59 not Pupil Premium

Subject	Pupil Premium	Non-Pupil Premium	National	Gap to national
RWM Combined	33%	62%	62%	0%
Reading	33%	77%	75%	+2%
Writing	33%	71%	72%	-1%
Maths	33%	72%	74%	-2%

#### Year 1 Phonics screening

2 Pupil Premium, 49 not Pupil Premium

	Pupil Premium	Non-Pupil Premium	National	Gap to national
Phonics	100%	84%	80%	+4%

#### EYFS GLD

4 Pupil Premium, 57 not Pupil Premium

Pupil Premium	Non-Pupil Premium	National	Gap to national
75%	75%	68%	+7%

#### **Ensure high quality and personalised teaching continues to improve standards.**

*Age related outcomes in reading, writing and maths for children in receipt of pupil premium funding are in line with their non-PP funded peers (school target of 75% per cohort) and/or there is robust evidence of strong progress.*

Quality CPD is carefully matched to meet the needs of pupils and staff development.	<p>Work continues in school to improve standards in teaching and learning. Little Wandle phonics is now embedded in school – children who have the need are taught in small group settings and children in KS2 are still catered for through phonics interventions delivered by a TA.</p> <p>Reading scheme is now fully embedded in school - to ensure reading needs of all children are met in KS1 and KS2. Children in Year 2 who have not yet met the required standard for phonics are taught daily in small group interventions to support their learning.</p> <p>Use of Accelerated Reader to further enrich the Reading experience for the pupils is embedded in school.</p>
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	As a result of the implementation of all the above training, the teaching staff are now delivering teaching in these subject areas with consistency across school and with a higher level of competency.
SLT to hold progress meetings with Teachers to monitor progress of PP children.	Head and Deputy hold progress meetings with teachers – PP children are highlighted on the tracking sheets. New targets have been set up targeted at groups of children who need specific intervention. As a result of this, teachers have increased awareness of the Pupil Premium children in their class, and they have been highlighted to ensure they receive the correct support and intervention to keep them on track with their learning.
Improving accuracy of assessment and feedback.	New marking code in place for English to aid feedback so feedback is more focussed. New writing and maths assessment sheets for each year group, training provided therefore assessment is more accurate. Both strategies have ensured that teaching is targeted to meet the needs of all learners to boost progress.
Targeted teaching to address gaps and barriers through TA support and interventions in each class.	Through pupil progress meetings, interventions are targeted and progress of children monitored to ensure gaps in learning are addressed and interventions are tailored to meet the needs of all children who require them. This has increased pupil / teaching contact time and focussed resources around most need.
<b>Increase attendance of PP pupils.</b> <i>Pupil premium attendance is in line with national expectations. Persistent absenteeism of pupil premium children is significantly improved.</i>	
Pupil Premium Lead to monitor the attendance of children and persistent absenteeism. Interventions / removal of barriers to be actioned depending according to need.	Attendance for 2021-2022 non-pp 93.86% PP 91.15% - 2.71% gap. Attendance for 2022-2023 non-pp 94.63% PP 92.8% - 1.83% gap. Attendance for 2023-2024 non-PP 95.15% PP 93.05% - 2.1% gap. Attendance for 2024-2025 non-PP 95.4% PP 94.5% - 0.9% gap. Attendance has been improving across the school. The gap between PP and non-PP has decreased by 0.61% over the last 2 years however attendance continues to be an area we need to improve. School Attendance officer, working with school admin and Pupil Welfare Officer has been in contact with families who are persistent absentees. Free use of breakfast club and after school club for PP children is continuing to be offered to support families.
<b>Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.</b> <i>Increased participation of PP children in a range of quality opportunities and activities which support their personal development, resilience and engagement with the wider curriculum.</i>	
Increase the opportunities and activities to support PP children in their personal development,	A number of PP children have been able to access extra-curricular activities; KS1 art club, KS1 multi sports club, KS2 art club, Y3/4 Lego club, KS2 girls' football, Y3/4 mixed football, Y5/6 mixed football. Places are ring fenced for PP children at 50% subsidy.

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resilience and engagement with the wider curriculum.	<p>Breakfast club also offers places to families for free to encourage improved attendance – these places are provided after assessment by the school on the circumstances for individual families or when need arises.</p> <p>Targeting PP children has seen an increase in participation at afterschool clubs for these pupils, many of whom have not attended any after school provision before. Although difficult to measure, those children who have attended have really enjoyed the experiences and this we have seen an improvement in their self-esteem and mental health.</p>
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## Externally provided programmes.

Programme	Provider
Times Table Rockstars	Times Table Rockstars
See Saw	See Saw
Little Wandle	Little Wandle

## Service pupil premium funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£350 x 5 = £1750. The money contributed to the employment of Teaching assistants across the school.
What was the impact of that spending on service pupil premium eligible pupils?	Teaching assistants help to deliver smaller group interventions both academic and mental health based. These interventions help support our service children and ensure their needs are met.

## Further Information

We are running a Breakfast and After School Club available free to PP children.

Spaces at school clubs are ring fenced for PP children and a 50% discount given.

All trips for PP children subsidised at 50% cost.

Each PP child is entitled to a £30 uniform voucher and alongside this, we have a school uniform exchange.

PP children are chosen to represent the children on School Council etc.

When any subject leaders complete work samples / pupil voice etc. PP children are always represented in the group.

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## Clubs

5 spaces are saved for PP children (out of 20). Therefore, we save 25% of spaces. PP is 12% This is to ensure we ensure PP children have the opportunity to take up the places. PP children pay half the price.

Y5/6 Football – 3 spaces taken (Monday)

Y3/4 Dodgeball – all 5 spaces taken (Tuesday)

KS2 Arts and Crafts – 2 spaces taken (Tuesday)

Y5/6 Dodgeball – all 5 spaces taken (Wednesday)

Y3/4 Football – 1 space taken (Thursday) Some spaces were available to fill

KS2 Golf – 2 spaces taken (Thursday)

KS2 Chess – 3 spaces taken (Thursday)

KS2 Lego – 1 space taken (Friday) Some spaces were available to fill

KS2 Girls' football – 4 spaces taken (Friday).

The document will be updated in Spring 2026.