

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for a 3 year period 2024-2027

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.

School overview

Detail	
School name	Puddletown First School
Number of pupils in school	24/25: 135 25/26: 26/27:
Proportion (%) of pupil premium eligible pupils	24/25: 11% 25/26: 26/27:
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	First published November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	A Seal
Pupil premium lead	A Seal
Governor / Trustee lead	L Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25: 135 25/26: 26/27:
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	24/25: £25,830 25/26: 26/27:

Part A: Pupil premium strategy plan

Statement of intent

***We care enough to try our best in all we do because we are wonderfully made:
made to love,
made to flourish,
made to be unique***

We want to ensure that all pupils, irrespective of their background or challenges, achieve their highest potential. We recognise the attainment gap for disadvantaged pupils and seek to improve this by identifying and addressing barriers to learning. This will be through quality first teaching and whole school approaches as well as through targeted interventions. We prioritise reading as an essential skill, improving attendance, strengthening communication skills and enhancing cultural capital. Through these key areas we strive to close the attainment gap and empower all our pupils to succeed academically, socially and emotionally to be well equipped for their next stage and to set them up for future success.

Challenges

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

Challenge number	Detail of challenge
1	PP pupils attainment in reading is not in line with non pp pupils regardless of other factors eg send
2	PP pupils have lower attendance on average than non pp pupils and this will impact on their attainment.
3	The majority of our disadvantaged children fall into another vulnerable group i.e. having an additional special educational need or needing support with social and emotional wellbeing.
4	Communication and language skills are generally lower than their peers.
5	Disadvantaged pupils may not fully access the opportunities within school.

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 attainment and engagement among disadvantaged pupils.	NTS assessments show disadvantaged pupils are making progress and improving attainment in line with their peers and specific cohort eg send/fsm send. More pupils overall achieve ARE in reading by year group end.
Disadvantaged pupils attend school in line with school and national attendance figures.	Analysis of attendance data shows PP pupils attend in line with others.
<p>That all pupils have access to send assessments and targeted interventions as required.</p> <p>That all pupils have access to social, emotional, pastoral support and gain tools for improving well being and emotional regulation.</p>	<p>Pupils' barriers to learning are identified and effective, targeted support is put in place. The impact of these interventions is closely monitored to ensure impact and improved outcomes shown through improved NTS scores.</p> <p>behaviour logs/ incidents show improvements in number or severity of pupil behaviours.</p>
Communication and language skills are improving and closing the gap between their peers.	PP pupils in reception are identified early. Quality first teaching and targeted interventions put in place so that
All pupils are able to fully engage in all activities	<p>Where needed financial support is provided to ensure that family income does not limit pupil's engagement in the life of the school</p> <p>All children have equal access to all activities.</p> <p>disadvantaged groups are actively encouraged to engage in extra curricular clubs, music lessons and trips.</p>

Activity in this academic year 24/25

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have recruited and trained additional TA staff to facilitate a number of our strategies to tackle disadvantage especially the acquisition of phonics and early reading. It will also enable us to fully implement the guided reading requirement within our phonics provision</p>	<p>Additional TA capacity enables trained and directed staff to deliver specific programmes of support – enabling us to meet our ‘keep up and catch up’ aims for little wandle phonics and white rose maths catch up/pre-teach</p> <p>School tracking and monitoring shows that this has been effective in the previous year to support pupil’s emotional resilience and management of feelings and behaviours. This has been in place to support identified cohorts in previous academic years and has been successful in supporting a smooth transition to Middle School. All programmes have secure pedagogy and a proven track record for success.</p>	<p>1,3,4</p>
<p>All staff CPD in: little Wandle training, Send training, Adapting teaching for Send pupils, Early years consultancy. Speech and language. relational behaviour, managing dysregulation.</p>	<p>A knowledgeable and effective staff are our most vital asset in reducing the disadvantage gap.</p>	<p>1,3,4</p>

Targeted academic support: £22,330 nearly all funding goes towards the teaching assistant costs.

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs supporting pupils learning within the classroom.	<p>Additional TA staff will support the class teacher to work with identified children or cohorts in class to support and enable them to access the learning within class alongside their peers.</p> <p>EEF research shows; <i>teaching assistant interventions +4</i> <i>timely and quality feedback has +6 impact</i></p>	1,3,4
Additional TA provision to facilitate intervention catch up groups or 1:1	<p>As the majority of our pp pupils also have SEND needs they benefit from small group or 1:1 support.</p> <p>EEF research shows: <i>Small group tuition has an impact of +4 (moderate impact).</i> <i>One to one tuition has an impact of +5 (high impact).</i> <i>individualise instruction EEF research +4 impact</i></p> <p>These interventions are led by both class teachers and teaching assistants.</p> <p>Staff are used to deliver catch up phonics using little wandle, wordsfirst</p> <p>EEF research: <i>Reading comprehension strategies +6 impact</i> <i>phonics +5</i></p> <p>Maths and learn to move interventions</p> <p>All programs accredited by EEF research.</p>	1,3,4
training and implementation of early years speech and language program. (well com)	<p>EEF research: Oral language interventions impact +6</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff provision to support emotional regulation	To provide pastoral support to help dysregulation. Using trick box and zones of regulation, Elsa, Heavy work, outdoor ed, teamwork activities through sport, lego club, EEF research shows: <i>behaviour interventions has +4 impact</i> <i>meta cognition and self regulation has +7 impact</i> <i>social and emotional learning +4 impact</i> There were no permanent exclusions in 23/24	3
The school does not currently have a trained Elsa Elsa training plus cover £1000	EEF research shows: <i>behaviour interventions has +4 impact</i> <i>meta cognition and self regulation has +7 impact</i> <i>social and emotional learning +4 impact</i>	3
continuing to provide time for staff to deliver Hamish and Milo program as needed	Hamish and Milo has been developed by a Trauma Informed Schools specialist. Trained staff to deliver this programme if there is a specific common need with a cohort of pupils.	3
Monitoring and improving attendance and increasing capacity of admin staff to do this	Parental engagement with attendance helps improve it. termly attendance information to parents, engaging with parents whose children have lower than expected attendance. Attendance for PP pupils is in line with non pp pupils.	2
Funding for all pupils eligible for PP funding or who we identify as disadvantaged to ensure full engagement in school £2500	<ul style="list-style-type: none"> • Offsite visits, including the Y4 residential visit are an important part of school life and memories building. We ensure that all children are able to take part • PP pupils 20% off all trips. • Any pp child wishing to learn an instrument will be subsidised. • some support given for places in wrap around care available to support parental working • All PP families are provided with a key 'offer' of £50 towards uniform. 	5

Total budgeted cost:24/25 £25,830