

Pupil premium strategy statement 25-26



School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Fendley
Pupil premium lead	Helen Fendley
Governor / Trustee lead	Marianne Light

Funding overview

Detail
Pupil premium funding allocation this academic year
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)
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>

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, 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. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	<ul style="list-style-type: none">• Attendance and punctuality of disadvantaged pupils are not as good as for 'all' pupils.
2	<ul style="list-style-type: none">• Historically too few pupils (eligible for Pupil Premium funding) have achieved ARE.
3	<ul style="list-style-type: none">• Many disadvantaged pupils have not had the exposure to a broad range of experiences and knowledge that others bring to their work.

4	<ul style="list-style-type: none"> Some families have additional challenges within their homes and family life, which can affect pupils' ability to access learning.
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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
To increase the percentage of disadvantaged achieving ARE in all year groups.	<ul style="list-style-type: none"> Percentage gap between disadvantaged and non-disadvantaged has decreased. Disadvantaged children gaining ARE is in line with national picture of non-pupil premium children.
To increase the percentage of disadvantaged pupils achieving GD.	<ul style="list-style-type: none"> Percentage gap between disadvantaged and non-disadvantaged has decreased for those achieving GD. Disadvantaged children gaining ARE is in line with national picture of non-disadvantaged pupils.
To decrease the time lost to learning through lateness and absence.	<ul style="list-style-type: none"> Data comparing disadvantaged and non-disadvantaged regarding attendance will be in line with each other. Voice from teachers regarding pupil progress of disadvantaged pupils is not impacted by attendance or lateness. Attendance plans in place to ensure improvement if needed.
To ensure children are exposed to a wide range of experience and knowledge.	<ul style="list-style-type: none"> Planned curriculum ensure enhanced curriculum for pupils. The knowledge across the curriculum is carefully planned to meet needs of all learners and build on previous knowledge through each lens.
To ensure families are signposted and access support as needed.	<ul style="list-style-type: none"> PSA is accessible to all families PSA has up to date training and is aware of support available. Families to access the support as suggested.

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: £ 0000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children access all curriculum areas	Quality first teaching is fundamental to all children. Carefully designed curriculum can widen children's understanding of the world.	3

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

Budgeted cost: £60472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants (£44,472) 2 scale D TA's at 27.5 hours.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2
Additional teacher to tutor pupils eligible for pupil premium (£12000)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2
Access to trips/ clubs for children for pupil eligible for pupil premium (£3000)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: £30316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ PSA (parent support advisor) to support families. 50% of cost £30,316</i>	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 and 4

Total budgeted cost: £90,788

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

24/25 data picture

KS2 data

		Nation als	75.0%			72.0%			74.0%			62.0%			33.0%			13.0%			26.0%			8.0%		
Reffley Acad- emy	No. of Pu- pils	% of Pu- pils	Read ing Ex- pecte d Stan dard	Gap	Pu- pil Gap	Writ- ing Ex- pecte d Stan dard	Gap	Pu- pil Gap	Math s Ex- pecte d Stan dard	Gap	Pu- pil Gap	RWM Ex- pecte d Std	Gap	Pu- pil Gap	Rea ding High	Gap	Pu- pil Gap	Writ- ing High	Gap	Pu- pil Gap	Math s High	Gap	Pu- pil Gap	RW M Hig h	Gap	Pu- pil Gap
ALL	53		79.2 %	4%	2	77.4 %	5%	3	79.2 %	5%	3	73.6 %	12 %	6	26.4 %	-7%	-3	9.4%	- 4%	-2	28.3 %	2%	1	7.5 %	0%	0
DISAD- VAN- TAGED	12	23 %	75.0 %	12 %	1	75.0 %	16 %	2	75.0 %	14 %	2	66.7 %	20 %	2	16.7 %	-4%	-1	0.0%	- 7%	-1	8.3%	- 7%	-1	0.0 %	- 4%	0
NON-DIS- ADVAN- TAGED	41	77 %	80.5 %	-1%	0	78.0 %	0%	0	80.5 %	-1%	0	75.6 %	7%	3	29.3 %	- 10 %	-4	12.2 %	- 4%	-2	34.1 %	2%	1	9.8 %	- 1%	-1

MTC check results

Pupil Group	Pupils	Avg Points Scored			% Scored Full Marks			
		National	School	Gap	National	School	Gap	Pupil Gap
All Pupils	55	21.1	22.6	1.5	37.4%	45.5%	8%	4
Disadvantaged	13	19.4	21.1	1.7	27.9%	30.8%	3%	0
Non-Disadvantaged	41	21.6	23.1	1.5	41.0%	51.2%	10%	4

Phonics

Pupil Group	Pupils	National	School
All Pupils	30	80%	100.0%
Disadvantaged	5	66.8%	100.0%
Non-Disadvantaged	25	83.3%	100.0%

EYFS Summary for pupils eligible for pupil premium

	2023			2024			2025		
	National	Norfolk	School(s)	National	Norfolk	School(s)	National	Norfolk	School(s)
% GLD	67.3%	67.4%	42.9%	67.7%	67.4%	50.0%	68.3%	67.5%	100.0%
Average ELGs at Expected	14.1	14.5	15.3	14.1	14.3	15.0	14.1	14.2	17.0

Attendance data whole school 95.3%

Intended outcome	Success criteria	Target met / Progress
To increase the percentage of disadvantaged achieving ARE.	<ul style="list-style-type: none"> Percentage gap between disadvantaged and non-disadvantaged has decreased. Disadvantaged children gaining ARE is in line with national picture of non-pupil premium children. 	<ul style="list-style-type: none"> Target above shows this has improved in EYFS, Phonics, Multiplication and ARE results for KS2. Still inconsistent across year groups Target met for key year groups for ARE Continue to develop these strategies across year groups.
To increase the percentage of disadvantaged pupils achieving GD.	<ul style="list-style-type: none"> Percentage gap between disadvantaged and non-disadvantaged has decreased for those achieving GD. Disadvantaged children gaining ARE is in line with national picture of non-disadvantaged pupils. 	<ul style="list-style-type: none"> There has been limited progress and needs to remain a focus for next year. The number achieving GD has increased but gap is still too wide.
To decrease the time lost to learning through lateness and absence.	<ul style="list-style-type: none"> Data comparing disadvantaged and non-disadvantaged regarding attendance will be in line with each other. 	<ul style="list-style-type: none"> Attendance plans in place

	<ul style="list-style-type: none"> • Voice from teachers regarding pupil progress of disadvantaged pupils is not impacted by attendance or lateness. • Attendance plans in place to ensure improvement if needed. 	<ul style="list-style-type: none"> • A small number of children are still having their learning impacted by attendance or lateness • All strategies have been exhausted and advice sought from Norfolk attendance line • Further strategies have been added after trust visited another school, additional text messaging and 40 second mattering conversations. • Continue to be a target
To ensure children are exposed to a wide range of experience and knowledge.	<ul style="list-style-type: none"> • Planned curriculum ensure enhanced curriculum for pupils. • The knowledge across the curriculum is carefully planned to meet needs of all learners and build on previous knowledge through each lens. 	<ul style="list-style-type: none"> • Curriculum continues to work for our children • Monitoring and pupil voice should child are able to retain information and make progress even in non-core subjects.
To ensure families are signposted and access support as needed.	<ul style="list-style-type: none"> • PSA is accessible to all families • PSA has up to date training and is aware of support available. • Families to access the support as suggested. 	<ul style="list-style-type: none"> • PSA accessed all available training • Regular check ins with families • Sign posted to outside agencies as needed.