Pupil premium strategy statement 26-27

School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Fendley
Pupil premium lead	Helen Fendley
Governor / Trustee lead	Marianne Light

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,500
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*	£77,500

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 to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention 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 each other to help pupils excel. To ensure they are effective we will:

- 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	• Attendance and punctuality of some disadvantaged pupils are not as good as for 'all' pupils.
2	• Historically too few pupils (eligible for Pupil Premium funding) have achieved ARE.

3	• Many disadvantaged pupils have not had the exposure to a broad range of experiences and knowledge that others bring to their work.
4	• Some families have additional challenges within their homes and family life, which can affect pupils' ability to access learning.

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.	• 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.	• 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.	• 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.	• 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.	• 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants (£40681) 2 scale D TA's. one at 27,5 hours 1 at 20 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
Access to trips/ clubs for children for pupil eligible for pupil premium (£4750)	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

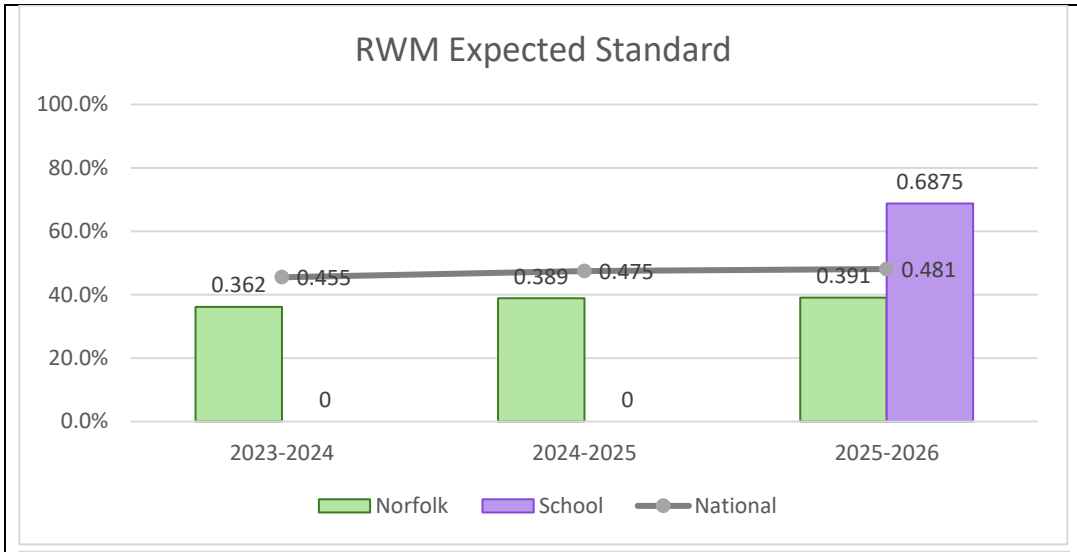
Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ PSA (parent support advisor) to support families. 50% of cost £32069	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. There is extensive evidence associating 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

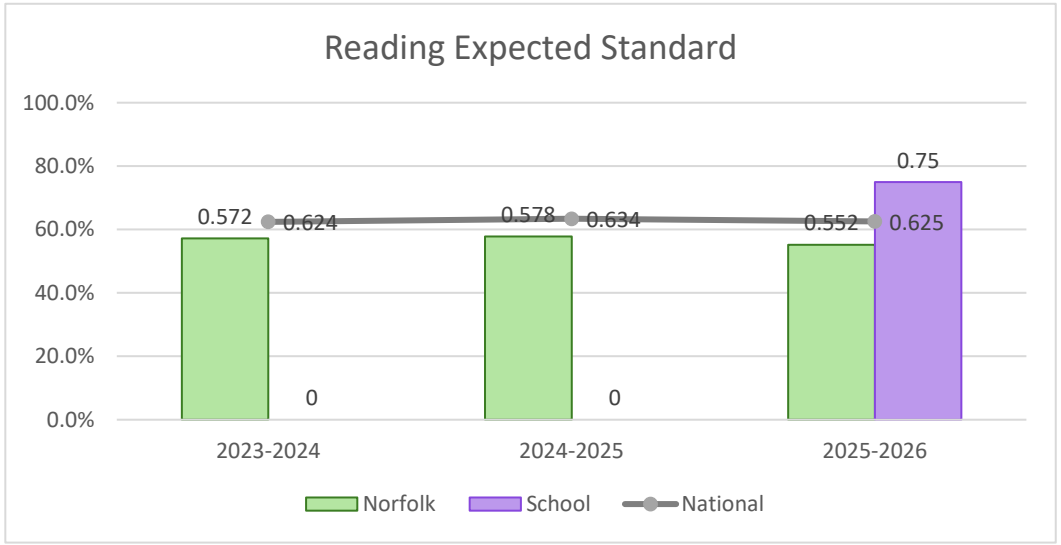
Total budgeted cost: £*77500*

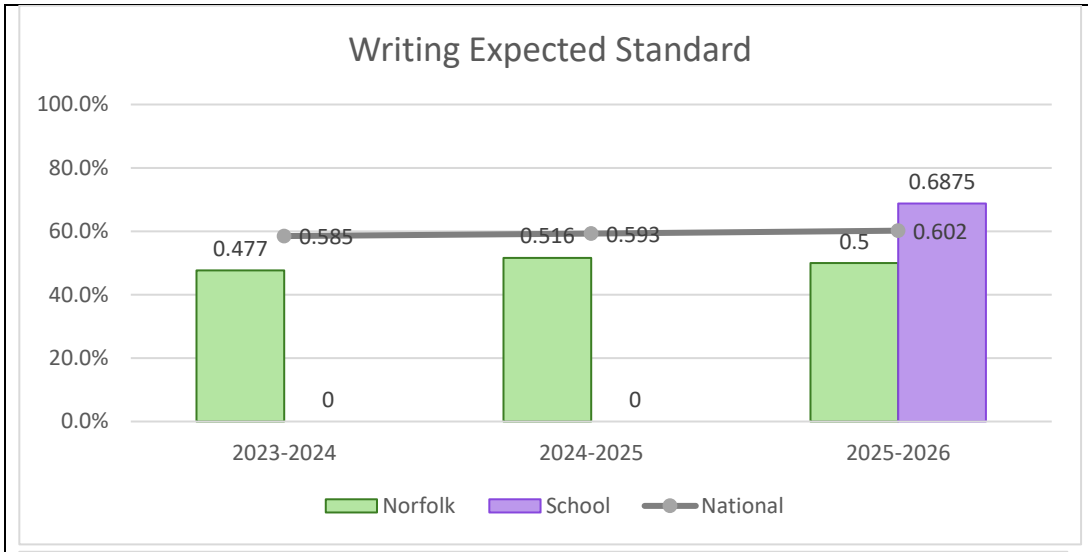
Part B: Review of the previous academic year

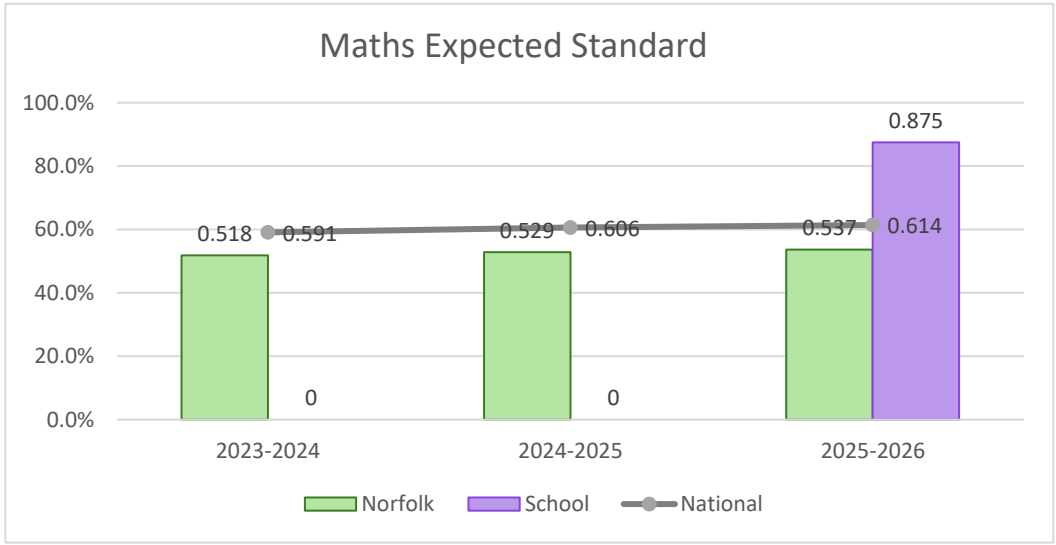
Outcomes for disadvantaged pupils

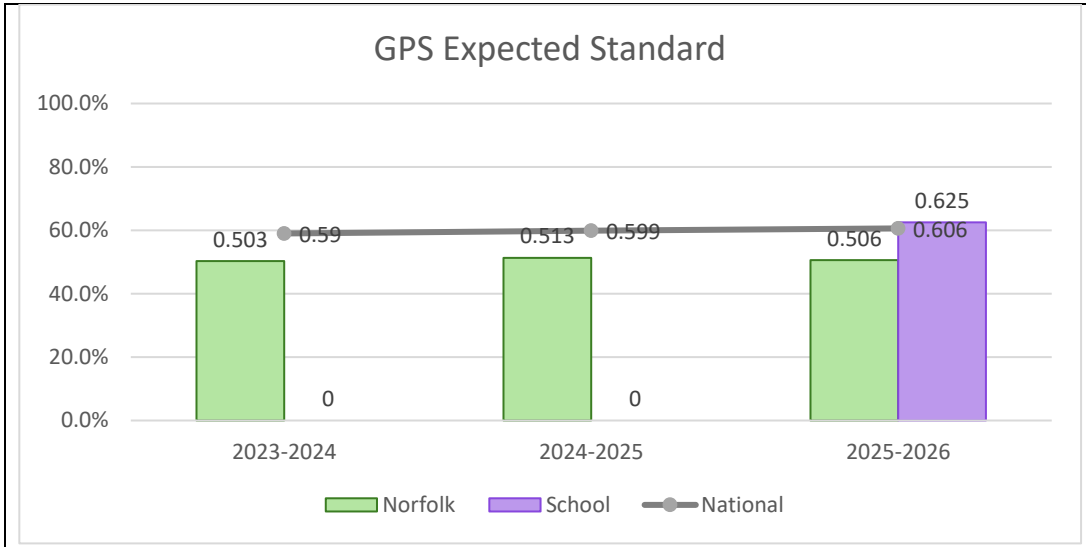
25/26 data picture ***KS2 data***


RWM Expected Standard
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
0.362
0.455
0.389
0.475
0.391
0.481
0.6875
0
0
2023-2024
2024-2025
2025-2026
Norfolk
School
National


Reading Expected Standard
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
0.572
0.624
0.578
0.634
0.552
0.625
0.75
0
0
2023-2024
2024-2025
2025-2026
Norfolk
School
National


Writing Expected Standard
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
0.477
0.585
0.516
0.593
0.5
0.602
0.6875
0
0
2023-2024
2024-2025
2025-2026
Norfolk
School
National


Maths Expected Standard
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
0.518
0.591
0.529
0.606
0.537
0.614
0.875
0
0
2023-2024
2024-2025
2025-2026
Norfolk
School
National



MTC check results

		Average Points Scored				% of Pupils that Scored Full Marks				
Pupil Group	**Pupil Count**	**National**	**Norfolk**	**School**	**Gap**	**National**	**Norfolk**	**School**	**Gap**	**Pupil Gap**
All Pupils	47	21.7	20.6	23.7	*2.0*	43.1%	34.7%	68.1%	*25%*	*12*
Disadvantaged	4	20.1	18.6	22.3	*2.2*	32.3%	24.1%	25.0%	*-7%*	*0*
Non-Disadvantaged	43	22.3	21.3	23.8	*1.5*	47.3%	38.7%	72.1%	*25%*	*11*

Phonics

	% of Pupils that Met Expected Standard (Y1 Only)					
Pupil Group	**Pupils**	**National**	**Norfolk**	**School**	**Gap**	**Pupil Gap**
All Pupils	41	81.8%	80.0%	90.2%	*8%*	*3*
Disadvantaged	8	68.3%	65.0%	100.0%	*32%*	*3*
Non-Disadvantaged	33	85.7%	83.5%	87.9%	*2%*	*1*

EYFS Summary for pupils eligible for pupil premium

Pupil Group	Year R Pupil Count	Average number of ELGs at Expected Level			% of Pupils with GLD		
		National	Norfolk	School(s)	National	Norfolk	School(s)
All Pupils	105	14.4	14.6	15.0	72.3%	71.4%	77.1%
Disadvantaged	6	12.4	12.4	16.2	54.7%	50.6%	83.3%
Non-Disadvantaged	99	14.8	15.0	14.9	75.8%	75.0%	76.8%

Attendance data

Attendance for Pupil premium had improved but still sits slightly below national.

Overall

Intended outcome	Success criteria	Target met / Progress
To increase the percentage of disadvantaged achieving ARE in all year groups.	• Percentage gap between disadvantaged and non-disadvantaged has decreased. • Disadvantaged children gaining ARE is in line with national picture of non-pupil premium children.	• Target above shows this has improved in EYFS, Phonics, Multiplication (mean) and ARE results for KS2. • Number of disadvantaged achieving 25/25 in MTC check is below national average, • 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.	• 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.	• Year 6 data was above national for disadvantaged pupils. • The number achieving GD has increased but gap is still too wide.
To decrease the time lost to learning through lateness and absence.	• 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 • A small number of children are still having their learning impacted by attendance or lateness

	• Attendance plans in place to ensure improvement if needed.	• All strategies have been exhausted and advice sought from Norfolk attendance line • Further strategies shave 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.	• 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.	• 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.	• 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.	• PSA accessed all available training • Signposting given • Drop in number of families needing further support after intervention.