

# Pupil premium strategy statement – Village Primary

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 this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	121 (50%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	D Wheeldon Head Teacher
Pupil premium lead	D Wheeldon Head Teacher
Governor / Trustee lead	Carolyn Chubb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,623.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£133,623.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Village Primary, Pupil Premium strategy is informed by a strong understanding of the barriers faced by disadvantaged pupils, underpinned by robust analysis of national and local deprivation data. Extensive analysis undertaken through the Deprivation Report 2025, including the Income Deprivation Affecting Children Index (IDACI), Index of Multiple Deprivation (IMD) and Health Deprivation, highlights the significant challenges faced by Village community. The data shows that 40% of pupils live in the 10% most deprived areas nationally, with 75% living within the most deprived 20% (IDACI). 77% of pupils live within the most deprived 20% for the Income Domain. Health deprivation presents a particularly acute challenge, with 84% of pupils living in the most deprived 10% nationally, and almost all pupils within the most deprived 20%. This evidence demonstrates the cumulative impact of deprivation on pupils' readiness to learn, attendance, wellbeing and long-term educational outcomes.

In response, the school has a clear and purposeful approach to supporting disadvantaged pupils, underpinned by strong relationships with families and a 'Village Approach' to inclusion and care. Leaders recognise the complexity of family circumstances, including in-work poverty and prioritise early engagement, trust and accessible communication from the point of entry. The school works proactively with external agencies and community services to remove barriers to learning, strengthen parental engagement and provide timely, coordinated support for Pupil Premium children and other vulnerable groups.

Staff are fully committed to securing equity and closing the attainment gap without lowering expectations. Pupil Premium and vulnerable pupils, including those with social care involvement and financial hardship, are identified early and supported effectively. Leaders are mindful of cost-of-living pressures, whether linked to unemployment or in-work poverty should not limit participation or achievement and take active steps to ensure pupils eligible for Pupil Premium are not further disadvantaged. The overarching aim is to provide equality of opportunity through a broad, balanced and personalised curriculum that responds to individual starting needs and lived experiences. Alongside high-quality teaching, targeted academic support, pastoral provision and enrichment opportunities, we try to ensure that all pupils can thrive and achieve positive long-term outcomes to improve life chances for all pupils.

Our strategy is built around three integrated priorities:

### **1. High-Quality Teaching for All**

High-quality, inclusive teaching is central to improving outcomes for disadvantaged pupils. Evidence-informed practice, including effective modelling, feedback and adaptive teaching, ensures learning meets pupils' needs. Our curriculum reflects the school's community and social context, with a strong emphasis on securing firm foundations for learning, particularly in the early years. Specific focus is given to pupils eligible for Pupil Premium who also have SEND, recognising the compounded barriers they may face. Spoken language, communication and vocabulary development are prioritised through consistent modelling of high-quality talk and a rich language environment. Early identification of SEND and additional needs enables timely intervention, preventing gaps from widening. Close collaboration between staff, leaders and families ensures provision is

responsive and regularly reviewed, supporting disadvantaged pupils to make progress from their starting points and access the curriculum alongside their peers. Strong partnerships with parents and carers, alongside ongoing professional development for staff, ensure consistent support and high expectations, enabling pupils eligible for Pupil Premium to achieve well alongside their peers.

## **2. Targeted Academic Support**

We provide targeted academic support to ensure pupils eligible for Pupil Premium, including those with additional needs, can access learning and make strong progress. Early identification of need, beginning in our two-year-old provision, enables barriers to learning to be addressed promptly through high-quality teaching, targeted interventions and specialist support delivered in partnership with external agencies. Pupil Premium funding is used strategically to commission external professionals, with specialist advice; targets embedded into daily classroom practice and intervention planning to maximise impact. Funding is also used to deploy additional teaching staff and deliver structured small-group and 1:1 interventions in key areas such as phonics, reading, writing, mathematics and speech and language. The effectiveness of support is closely monitored to ensure progress is accelerated and gaps are closed. Recognising that parental engagement can be a barrier for some disadvantaged pupils, we strengthen partnerships with families by inviting them into Early Years settings and assemblies, modelling strategies and providing clear guidance to support learning at home.

## **3. Tackling Non-Academic Barriers to Success**

At Village Primary School, Pupil Premium funding is used strategically to remove barriers and enable disadvantaged pupils to thrive. Many pupils face complex social, emotional and practical challenges, with a high proportion living in the most deprived 10–20% nationally. Pupils are identified early and supported through targeted pastoral, nurture and wellbeing provision, including counselling and interventions that improve attendance, engagement and readiness to learn. Staff receive ongoing professional development to address these barriers effectively. Strong partnerships with families and external agencies, including Early Help, health services, Harbour, Alliance and the police, provide coordinated support, with practical assistance where needed to ensure pupils are safe, supported and able to engage in learning. Families seek advice from school and are supported to overcome barriers at home, for example, through referrals to charities for beds or access to food vouchers. The school is actively transforming community links to strengthen family support and opportunities for children.

Pupil Premium also removes financial barriers to enrichment, including clubs, educational visits and extra-curricular activities. It ensures pupils from challenging social contexts have access to positive male relationships and role models, including staff, mental health professionals and sports coaches. This support fosters confidence, resilience, engagement, aspiration and a sense of belonging, contributing positively to long-term academic and personal outcomes.

## Evidence-Led Approach

Research highlights the effectiveness of high-quality, direct instruction delivered by skilled professionals, particularly for disadvantaged pupils. Our strategy reflects this evidence by prioritising sustainable, long-term approaches proven to improve outcomes. Through a combination of excellent teaching, targeted intervention and strong pastoral support, we aim to provide disadvantaged children with the best possible foundation to enable pupils to lead healthy, successful and fulfilling lives.

## Challenges

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

Challenge number	Detail of challenge
Home	
1	Children arriving at school hungry and not ready to learn
2	Cost of living crisis and instability in family
3	Attendance and punctuality
Home / School Partnership	
4	Lack of parental support and engagement
5	Issues with communication / speech and language upon entry to school
6	Lack of positive male role models
In School	
7	Children not acquiring vocabulary in line with national expectations
8	Some gaps in phonics, reading, writing and maths
9	Issues with social, emotional, health and wellbeing.
10	Lack of experiences – cultural capital

## 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
Home	
1.To fund a Breakfast Club to ensure PP have eaten before lessons start to support learning.	Targeted breakfast provision accessed by pupils identified as needing support. Improved readiness to learn observed in class engagement and behaviour. Reduction in incidents related to hunger, fatigue or low concentration.
2. Families receive targeted support and financial assistance when needed to reduce barriers to learning and participation in school life.	Timely, needs-led support provided for uniforms, resources, trips and activities. Family support from PSA to access charities who can provide financial assistance. Family support with home issues and outside agencies eg social services. No eligible pupil excluded from learning or enrichment opportunities due to financial hardship. Improved access to curriculum and school activities for all supported pupils.
3. Attendance - Disadvantaged pupils attend school regularly and punctually.	Proactive and timely support from PSA to ensure attendance improves for individual cases improving equality of opportunity and less persistent absences. Decrease in late arrivals.
Home / School Partnership	
4. Stronger parental engagement to ensure we are better equipped to support learning at home.	Improved attendance at meetings, workshops and school events. Increased two-way communication with PP families. Positive parent feedback and improved home learning support.
5. Early identification and targeted interventions improve communication / language skills	Evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers in communication and language skills. Increased number of pupils meeting age-related communication expectations throughout Early Years and KS1. Termly progress evident from SALT intervention tracking. Eg BLAST, Early Talk Boost. As a result children show increased confidence in communication and a growing vocabulary. Focused targets ensure support is responsive to

	individual needs, helping to close gaps and move learning forward.
6. Positive male role models	Positive, trusting relationships with male staff, improve confidence and resilience, greater engagement in learning and enrichment activities, and evidence of pro-social behaviour and emotional regulation. Impact is demonstrated pupil voice and through increased participation, reduced behavioural incidents, improved wellbeing, and steady academic progress.
School	
7. Pupils develop age-appropriate vocabulary, speaking and listening skills.	Measurable improvement in vocabulary and oral language skills. Increased confidence and fluency in classroom discussion and presentations. Narrowed attainment gap in spoken language between Pupil Premium pupils and their peers. PP children take part in Local Authority Oracy Project.
8. Reduced attainment gap and improved progress across all core subjects.	To improve quality first teaching – Particularly in Phonics, Reading, Writing and Maths Improved achievement for PP children from starting point. Achieve at least 70% of pupils in Y1 pass the PSC. Achieve outcomes in-line with, or above, national average by the end of KS1 / KS2.
9. Pupils show improved emotional regulation, resilience and readiness to learn.	Reduced behaviour incidents. Improved wellbeing and emotional check-in outcomes. Alliance Psychology Service Alliance support within school at a whole class, small group, individual and family (parent support level) this is a service which bridges the gap between School and CAMHS. Additional access to one to one ELSA session and service offered to PP children as required. Group session to support Y6 PP children with anxiety linked to SATs assessments. Pupil and parent questionnaires will show that parents and children feel supported and additional barriers alleviated where possible.
10. Pupil Premium have access to high-quality enrichment opportunities in and beyond school that broaden experiences, raise aspirations and support personal development from an early age.	Participation of Pupil Premium pupils in visits, residential, visitors, clubs and cultural experiences. Increased engagement in extracurricular enrichment activities- Eg learning to play musical instruments. Pupil voice reflects raised aspirations,

	confidence and awareness of future opportunities.
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## 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: £ [63,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide increased Teaching Assistant support for pupils with a range of interventions for Speech, language and communication Training Early Talk Training BLAST Early Talk Boost Oracy Development	Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. learning gains of +7 months over a year.  <a href="#">Communication and language approaches   EEF</a>	5  £30,000
Ongoing CPD focused on inclusive teaching, adaptive instruction, vocabulary development. To provide increased Teaching Assistant support for pupils with SEND and SEMH needs	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <a href="#">1. High-quality teaching   EEF</a>  Inclusive support ensure children are making progress. Training at Village is centred around school priorities and it is vital that all staff understand the key priorities of the school, what needs to be completed and how they can measure success.  Staff are also given the opportunity to further develop their own skills by training in areas specific to their needs/interests. Staff are fully trained in order to engage with processes further and enable children to make progress in specific areas.  All staff are regularly trained in safeguarding updates and a culture of self-improvement and self-initiated CPD had developed.	5, 7, 8, 9,  £28,500
Training for staff ensures summative and formative assessment methods	Formative assessment provides ongoing feedback to both teachers and children, aiding in the identification of learning gaps, adjusting teaching strategies to fully meet the needs of pupils at the point of time. It	5, 8, £500

are interpreted and administered correctly.	enhances pupil engagement, encourages student engagement, self-reflection and a personalised learning environment. Learning gains of +2 months over a year. <a href="#">Embedding Formative Assessment   EEF</a>	
Implementation of evidence-based phonics and early reading programmes	Floppy's Phonics Training from coverage, structure of lessons and resources. Learning gains of +4 months over a year. <a href="#">Early literacy approaches   EEF</a>	8 £300
<i>Whole school training on Ready Steady Write</i>	Training for new scheme with a structure to implement writing to give children experience to develop writing. Learning gains of +4 months over a year. <a href="#">Early literacy approaches   EEF</a>	8 £700
Provide high-quality professional development to raise the quality and consistency of staff's use of oral language strategies across the learning environment, ensuring adults model effective vocabulary, questioning, and structured talk to support engagement, emotional regulation, and behaviour for Pupil Premium pupils.	Provide high quality professional development to raise the quality of staff's use of oral language within the learning environment.  Learning gains of +6 months over a year. <a href="#">Oral language interventions   EEF</a>	5,7,8  £3000

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

Budgeted cost: £ [30,100]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Intervention</i>  <i>To fund 1:1 and small group work with teachers and Teaching Assistants</i> <i>Eg Wellington Square, Shine Interventions, Support with gaps in</i>	Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.  Studies in England have shown that pupils eligible for free school meals typically receive additional	5, 7, 8,  £15,000



<p><i>foundations or misconceptions.</i></p> <p><i>Pre-teach children who have missed learning so they can catch up.</i></p> <p><i>Targeted work for SEND PP</i></p> <p><i>-Speech and Language support</i></p> <p><i>-OT</i></p>	<p>benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</p> <p>Learning gains of +5 months over a year.</p> <p><a href="#">One to one tuition   EEF</a></p> <p>For pupils identified as having low prior attainment, individualised instructions or small group tuition may allow the teacher to provide activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practice skills.</p> <p>Learning gains of +4 months over a year.</p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> <p>Learning gains of +4 months over a year.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	
<p><i>Phonics into Fluency Reading Intervention/1:1 reading</i></p>	<p>Increased fluency can broaden knowledge, teach vocabulary in context, and enable deeper reading and listening comprehension. Crucially, it also develops background knowledge – a key driver of language comprehension – which may be particularly beneficial for disadvantaged pupils. The Phonics to Fluency programme is an evidence-informed approach to develop fluency in reading non-fiction texts through quality teacher modelling and repeated readings</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</p> <p>Learning gains of +5 months over a year.</p> <p><a href="#">Phonics   EEF</a></p>	<p>3, 5, 7, 8</p> <p>£3000</p>
<p><i>Focus in reading comprehension</i></p>	<p>Some disadvantaged pupils may have low prior attainment in reading. If a pupil is struggling to read, there could be a range of reasons, and</p>	<p>5, 8</p>

<p><i>To fund Reading Plus for targeted reading intervention</i></p> <p><i>1:1 reading for PP</i></p> <p><i>Wellington Square Interventions</i></p>	<p>a combination of approaches may be necessary. Careful diagnosis of the pupil's need should guide the way forward. Solutions may include phonics, reading comprehension and oral language approaches. Supporting struggling readers is likely to require a coordinated effort across the curriculum. Learning gains of +7 months over a year.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>£1400</p>
<p>Oral Intervention</p> <ul style="list-style-type: none"> <li>-Early Talk Boost</li> <li>-BLAST</li> <li>-Working with the authority for oracy opportunities</li> <li>-Speech therapist to support language development</li> </ul>	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p> <p><a href="#">Oral language interventions   EEF</a></p>	<p>5,7,8</p>
<p>To support graduated response to gather information from external agencies to complete assessments for PP -</p> <ul style="list-style-type: none"> <li>-Educational Psychologist assessments and support</li> <li>-Speech therapist assessments and support</li> <li>-OT assessments and support</li> </ul>	<p>Carpenter (2013) Dunford (2014) researching use of collection, updating and reviewing of data to target specific needs of disadvantaged learners.</p> <p><a href="#">Special Education Needs in Mainstream Schools guidance report   Education Endowment Foundation</a></p>	<p>5,8</p> <p>£10,000</p>
<p>Parent Engagement</p> <p>Eg Stay and Play (EY)</p> <p>Class Assemblies / performances</p> <p>Communication</p>	<p>Encourage parental engagement from Pupil Premium parents through inclusive creative activities with their child, and receive important curriculum messages about their learning.</p> <p>Communications with parents</p> <p>Learning gains of +5 months over a year.</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>4</p> <p>£700</p>

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

Budgeted cost: £ [42,300]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head Teacher, Parent Support Advisor and Attendance Officer to work with parents and carers of disadvantaged children, to raise pupil attendance</p> <p>Daily monitoring of attendance</p> <p>Attendance Prizes</p>	<p>NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. School absenteeism has the potential to impact on attainment. Attendance was boosted when parents or carers were sent letters or attended meetings</p> <p><a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF</a></p>	<p>1, 3, £15,500</p> <p>Welfare £5,000</p>
<p>Subsidised Breakfast Club</p> <p>-provide staff, food and activities</p> <p>School to provide uniform</p> <p>School to provide resources for learning</p>	<p>Feeding Britain research found Breakfast Clubs have positive impact – particularly on children's health, but with some encouraging signs too of a correlation between school breakfast club provision and improved cognitive skills, test results, attendance, punctuality, relationships, and behaviour.</p> <p><a href="#">A-Literature-Review-on-the-Effects-of-Breakfast-Consumption-and-School-Breakfast-Clubs-2-1.pdf</a></p> <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths</p>	<p>1, 2, 3, 4 £3,500</p> <p>Additional uniform and resources for learning £800</p>
<p>Provide targeted support to build strong adult-pupil relationships for identified PP pupils who need to emotional support for behaviour</p> <p>Interventions with PSA with ELSA to ensure PP children receive support.</p> <p>Embed work with Alliance Psychology Services to work with children and families</p> <p>Implement a whole school approach. Provide a culture of safe to enable children to air concerns/ worries</p>	<p>Children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker Social and Emotional Learning (SEL) skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over a year.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Support children and families in Village who have experiences mild to moderate traits of low mood, anxiety and behaviour. Work on ELSA with PSA.</p> <p><a href="#">Exploring pupils' views about outcomes and skills gained through the 'Emotional Literacy Support Assistant' (ELSA) intervention. - Research Explorer The University of Manchester</a></p> <p>School and Alliance encourage the development of self-care skills and self-help techniques and explore different ways of coping with mental health. This is delivered in a variety of ways including individual, group and class interventions. It also raises and</p>	<p>4, 6, 9, 4,500</p>

Meet and greet children /parents at the gate	<p>awareness of mental health in school, developing a whole school approach to mental health and wellbeing. It is hoped that this intervention will enable children and young people have a better understanding of how to look after their own mental health, how they can access the right services, thus, preventing any unnecessary waits or referrals to local CAMHS Services.</p> <p>Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do so, but broader evidence on this link is limited.</p> <p>Can lead to learning gains of +8 months over a year.</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p>Staff develop high-quality, consistent relationships with pupils and trusted adults. This is central to improving behaviour. Pupils who feel valued, supported and understood are less likely to misbehave and more likely to engage positively with learning.</p> <p>PSA, Headteacher and Assistant Head meet and greet at beginning and end of day.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	
PSA to address challenges at home and support families with these.	<p>PSA works proactively with parents to address challenges at home and strengthen family stability. He supports families through Early Help referrals, ensuring they can access the right services at the right time. He attends and contributes to Child in Need and Child Protection meetings, advocating for the child's welfare while helping parents understand processes and expectations. This collaborative approach focuses on empowering parents, promoting positive outcomes for children, and building strong partnerships with professionals involved in the family's support network.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Parental engagement   EEF</a></p>	2, 4,000
Provide structured active activities from male coaches.	<p>Sports Coaches support outside activities during lunchtime to support children and provide activities to develop wellbeing.</p> <p>Andy Cook Social Justice Research 'Finding The Lost Boys'</p>	6 £1000
<p>Extra curriculum</p> <p>Sports Academy Enhanced sport- Opportunities Specialist</p> <p>Music lessons tuition</p> <p>Subsidies for enrichment opportunities, including</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. The EEF states that 'Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'</p> <p><a href="#">Arts participation   EEF</a></p>	<p>2, 6, 10</p> <p>Sports £3000</p> <p>Music £1000</p>

out of school visits and visitors to the school site so that disadvantaged pupils have the opportunity to experience cultural and educational opportunities alongside their peers.	Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.	School visits £4000
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**Total budgeted cost: £ [135,400]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2024–25 the PSA worked with Education Welfare Ltd to closely monitor attendance and punctuality to identify vulnerable pupils early and enabling intervention to be put into place to support families. This coordinated approach has supported improved attendance and reduced persistent absence among disadvantaged pupils.

Village also provided targeted financial support to families, including assistance with uniforms, trips, and essential resources, ensuring no pupil was excluded from learning or enrichment. Breakfast club provision prioritised the most vulnerable pupils so they began the day fed and ready to learn; staff report pupils are calmer, more settled, and better able to concentrate, with fewer incidents linked to hunger or fatigue.

Strong, trusting relationships have been built with parents and carers through regular communication, and families increasingly approach school staff for support. Parents report feeling supported rather than judged and are more confident seeking help, enabling earlier intervention, improved care for children, and a stronger home school partnership that underpins attendance, wellbeing, and learning. Where needed, parents are supported to engage with Early Help and social care services, particularly in cases of home instability or safeguarding concerns.

Parental engagement has strengthened through consistent communication and accessible support from school. Families have become more confident approaching staff and attending consultations, Stay and Play sessions, and assemblies. These sessions have provided valuable opportunities to model strategies and inform parents how to support communication, vocabulary development, and early learning at home, helping to build firm foundations for children.

Feedback and survey evidence show improved trust between home and school, with parents reporting they feel supported. This partnership approach ensures vulnerable families remain connected to school and able to sustain routines that support children's learning and wellbeing. Targeted interventions for pupil premium children are reinforced through this home–school collaboration, enabling parents to understand and support their child's learning more effectively.

Targeted academic and wellbeing interventions have accelerated progress and strengthened pupils' readiness to learn. Early communication and language programmes (BLAST, Early Talk Boost), quality-first teaching, and structured TA support have narrowed gaps in vocabulary, confidence, and attainment. Pupil premium pupils are prioritised for emotional wellbeing provision including ELSA, group sessions, and trauma informed support; staff training in SEMH and PACE has strengthened whole-school practice. Teachers report improved emotional regulation, resilience, and classroom engagement, with pupils independently using strategies such as Zones of Regulation. Participation in enrichment opportunities, leadership roles, and wider experiences has increased confidence, aspiration, and belonging. Surveys confirm pupils feel safe, valued, and included, with measurable improvements in engagement and participation across school life.

A review of data from end of KS2 Summer 25 indicates that pupil in the disadvantaged group have outperformed other pupil premium national in all areas. Village pupil premium have also out performed non-pupil premium pupils.

		2025					
		All Pupils		Pupil Premium		Non Pupil Premium	
		Village	National	Village	National	Village	National
% of Pupil attaining Expected Standard in <b>RWM</b>	15	60%	62%	73%	47%	50%	69%
% of Pupil attaining Expected Standard in <b>Reading</b>	15	77%	75%	87%	63%	69%	81%
% of Pupil attaining Expected Standard in <b>Writing</b>	15	77%	72%	80%	59%	75%	78%
% of Pupil attaining Expected Standard in <b>Maths</b>	15	70%	74%	80%	61%	63%	81%
% of Pupil attaining Expected Standard in <b>Spelling, Punctuation and Grammar</b>	15	73%	73%	80%	60%	67%	79%

Multiplication	No PP Chn	2025					
		All Pupils		Pupil Premium		Non Pupil Premium	
		Village	Nat	Village	Nat	Village	Nat
Percentage of Pupils achieving 25	20	58%	37%	50%	27%	64%	41%
Average score	/31	22	21	22	19.3	13	21.7

Phonics Screening	No PP Chn	2025					
		All Pupils		Pupil Premium		Non Pupil Premium	
		Village	Nat	Village	Nat	Village	Nat
Percentage of Pupils achieving expected -32 out of 40		44%	80%	55%	67%	39%	84%

EYFS GLD	No PP Chn	2025					
		All Pupils		Pupil Premium		Non Pupil Premium	
		Village	Nat	Village	Nat	Village	Nat
% of pupils achieving GLD		64%	68%	58%	52%	67%	71%

  

Attendance	No PP Chn	2024 /2025					
		All Pupils		Pupil Premium		Non Pupil Premium	
		Village	Nat	Village	Nat	Village	Nat
% Attendance		94.52%	94.8%	94.71%	92.1%	94.45%	95.7%
% Persistent Absence		14.62%	13.5%	11.54% 9 students	25.9%	16.33% 16 students	9.2%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Spelling	Spelling Shed
Maths	Maths Shed
Reading	Reading plus



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Village do not have any service pupil premium children.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N / A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*