

Plaxtol Primary School Pupil Premium Strategy Statement - 2025-26

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	84
Proportion (%) of pupil premium eligible pupils	17%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	31/12/25
Date on which it will be reviewed	1 st December 2026
Statement authorised by	Mrs C Rowley
Pupil premium lead	Mrs C Rowley
Governor lead	Mrs Mayhew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,326
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 20,326

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Plaxtol Primary School our Minerva vision is integral to our approach:

M – we use a Growth **Mindset** attitude to learning, where resilience is key.

I – we promote **independence** in both the children's learning and their approach to later life.

N – we pride ourselves on how we **nurture** the potential of every child.

E – we recognise the importance of the **environment** both on a local, national and global level.

R – we will **respect** all pupils and adults in our school and the wider community.

V – our **village** is fundamental in developing a sense of community.

A – all children, parents and staff are **aspirational** in their outlook.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas. The objective of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and also those children with a social worker who we deem as vulnerable to underachievement.

The focus of our approach is giving all children's access to Quality First Teaching. This is the key factor in narrowing the disadvantage attainment gap and will also benefit all children. The outcomes of our non-disadvantaged pupils' attainment should also improve alongside the disadvantaged pupils.

Our key principles are based on knowing our children really well, early intervention and providing focussed support where needed. All stakeholders take collective responsibility for disadvantaged pupils' outcomes and constantly challenge them to raise their 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.	Observations and discussions with pupils indicate that underdeveloped oral language skills and vocabulary gaps are more common in disadvantaged pupils within KS1.
2	Our analysis shows that we need to improve attendance for all pupils, and our observations indicate that some of our disadvantaged children have lower attendance.
3	Following discussions with pupils and families we have identified social and emotional issues for a few pupils. These can impact the learning of others so we need to support staff in ensuring positive behaviour across the school.
4	Our internal assessments indicate that some disadvantaged children attain less well in writing in KS2.
5	Our internal assessments indicate that some disadvantaged children attain less well in reading in KS2.
6	Our internal assessments indicate that some disadvantaged children attain less well in maths than their peers in KS2.

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
1. Key children have improved speech and language skills in EYFS and KS1 to support their acquisition of phonics.	The children have improved against their baseline speech and language assessments in EYFS and KS1.
2. To achieve and sustain improved attendance for all pupils, and especially for those who are disadvantaged.	Attendance has improved compared to last academic year, especially for those who are disadvantaged with a focus on decreasing the gap between the two groups.

3. We need to support staff in ensuring positive behaviour across the school and maintaining good relationship with parents.	Staff use a wider range of strategies across the school to ensure a positive learning environment.
4. Improved writing attainment for disadvantaged pupils in KS2.	KS2 writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.
5. Improved reading attainment for disadvantaged pupils in KS2.	KS2 reading outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.
6. Improved Maths attainment for disadvantaged pupils in KS2.	KS2 maths outcomes show that at least 80% of the disadvantaged pupils met the expected standard at the end of the year.

Activity in this academic year

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)

Budgeted cost: £ 3381

Activity	Evidence that supports this approach	C/N
'Little Wandle' reading books to support phonics for all pupils	Improving children's reading fluency in KS1 through the use of systematic phonics. https://educationendowmentfoundation.org.uk/news/supporting-children-to-decode	1
Enhancement of our maths teaching and planning in line with DFE guidance. White Rose Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	6
Positive handling training for all staff.	The use of positive handling when needed to keep pupils and staff safe in school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3

Sonar tracker online assessment programme,	The use of accurate assessment to improve teaching and learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	4,5,6
Purchase of standardised diagnostic assessments PIRA	When used effectively, diagnostic reading assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	5
Speech and language sessions targeted at key pupils. Speechlink/Infantlink	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Edu shed Spelling/Maths KS2	Increased support for parents at home to consolidate previous Maths/Spelling learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,6
Staff CPD KS2 Writing moderator	High quality teaching and assessment of writing https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review	4
First news/reading comprehension support texts	Access to a variety of reading material https://educationendowmentfoundation.org.uk/news/eeef-blog-reading-fluency-practice-in-the-primary-classroom	5

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

Budgeted cost: £6477

Activity	Evidence that supports this approach	C/N
Touch-type Read and Spell	Learning to type benefits those with poor fine motor control and increases confidence in writing. https://www.nessy.com/en-gb/about-us/blog/benefits-of-learning-to-touch-type	4,5

Beanstalk reader has weekly sessions with children in Year 6.	Regular reading opportunities to develop fluency and comprehension also support progress in writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4
One to one and small group tuition for pupils in need of additional support.	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	4,5,6

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

Budgeted cost: £ 9854

Activity	Evidence that supports this approach	C/N
Funding to support PP access to school residential trips in Year 5/6	There is evidence to show that increased access to trips improves relationships and improved achievement and progress. https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf	3
Swimming lesson funding for PP and vulnerable pupils in KS2	Improved access to sports activities to improve well-being. https://www.britishswimming.org/news/general-swimming-news/major-new-study-health-benefits-swimming-released/	3
Improve the quality of emotional well-being. Spurgeons counselling	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools EEF	3
Online portal Tapestry	Communication tool to improve the links between home and school as well as consolidating learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3

Free before school club access for PP pupils	Embedding principles of good practice set out in the DFE's guidance on working together to improve school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2
Safeguarding online portal CPoms	An online system of recording behaviour and safeguarding concerns across the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3

Total budgeted cost: £ 19, 712

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using own internal summative and formative assessments. It should be remembered that we have very few PP children and this affects analysis of the data.

The data demonstrated that in KS2 SAT's our 2 pupil premium children achieved 100% in reading and maths the same as the whole cohort, they did not achieve the expected standard in writing compared to 85% for the rest of the cohort.

Within the school, pupil premium children from Year 2 to Year 6 achieved 38% in writing. Reading attainment in Year 2 was 0% and in Year 6 100%. For pupil premium children in KS2 75% achieved expected standard with 25% at greater depth in Maths.

A high proportion of the 13 PP children have identified SEN or are on the pathway to being assessed for SEN.

The data demonstrates that support is still needed by PP pupils to achieve the expected standard in writing, reading and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance improved across the school compared to the previous year but PP pupils attendance was below the end of year average.

Our evaluation of the approaches delivered last academic year indicates that free access to Before School Club does support attendance of PP pupils and hence this will continue this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium. This will include:

- Disadvantaged pupils to read 1-1 with an adult at least 3 times a week in all classes.
- Disadvantaged pupils a focus in PPM discussions 4 times a year.
- Disadvantaged pupils have free access to sport's club through the use of PE premium and are tracked through a PE tracker to ensure involvement in PE enrichment activities.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we held discussions with staff to discuss what activities had proved most beneficial to children in past years. We used evidence from data and book scrutiny as well as conversations with parents to further develop our plans.

We will review the pupil strategy regularly, this will include; SLT meetings with the PP governor, pupil progress meetings with staff and listening to pupil feedback and conversations with parents.