



Expect
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Pupil premium strategy statement

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1. Summary information

School	Pirton Hill Primary School				
Academic Year	2025/2026	Total PP budget	£227,250	Date of most recent PP Review	November 2018 Ofsted May 2022
Total number of pupils	386 (Nov 26)	Number of pupils eligible for PP	141 (37%) (Nov 26)	Date for next internal review of this strategy	Termly

2. Current attainment

	Foundation Stage - 2024-2025	Key Stage 1 – 2024-2025							
	Good Level of Development	Reading		Writing		Maths		Combined	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	40%	26%	0%	24%	0%	28%	0%	40%	0%
Whole Cohort	54%	78%	10%	58%	5%	78%	12%	58%	0%

	Key Stage 2 Attainment – 2025							
	Reading		Writing		Maths		Combined	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	58%	19%	46%	0%	54%	15%	38.5%	0%
Whole Cohort	75%	17%	72%	4%	74%	24%	62%	2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	A lower % of PP pupils making accelerated progress to be inline or better than non PP pupil in RWM	
B.	Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise. Lack of wider experiences, e.g. cultural opportunities, visits, learning a musical instrument etc impacts on self-esteem and aspirations. Poor learning behaviours and high levels of social and emotional needs impacts are impacting on pupils’ well-being, progress and attainment. Resulting in a lower % of PP pupils than non PP pupils achieving the expected standard at the end of each year in reading, writing and maths.	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Attendance is significantly below National. Attendance 2017-2018: 94.7% (Non PP 95.1%) / Persistent Absence: PP 2017-2018 – 11.9% Non PP 11.4% Attendance 2018-2019: 95.82% (Non PP 95.27%) / Persistent Absence: PP 2018-2019 – 6.2% Non PP 9.4 % Attendance 2019-2020: 95.4% (Non PP - 95.9%)/ Persistent Absence: PP 2019-2020 – 5.19% Non PP 12.47% Attendance 2020-2021 94.9% (Non PP-95.74%)/ Persistent Absence: PP 2020-2021 PP - 6% Non PP-3.2% Attendance 2021-2022 93.4% (Non PP- 93.7%)/ Persistent Absence: PP 2021-2022 PP 21% Non PP 25.3% Attendance 2022-2023 91.9% (Non PP 92.7)/ Persistent Absence: PP 36% Non PP 22% Attendance 2023-2024 92.05% (Non PP 94.5%)/ Persistent Absence: PP 25% Non PP 23% Attendance 2024-2025 92.7% (Non PP 94.4%)/ Persistent Absence: PP 21% Non PP 17.36%	
D.	A lower % of PP pupils are achieving the higher standard than non PP pupils in Reading, Writing and Maths. (focussing on Higher Ability PP pupils)	
E.	Lack of early speech developed before school age, from lack of social engagement/medical needs	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To accelerate the progress of pupils entitled to Pupil Premium funding	All PP pupils make at least expected and accelerated progress, continuing to close the gap with National. A higher percentage of PP pupils achieve the expected standard or above at the end of EY, KS1 and KS2. Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.
B.	To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).	PP pupils are monitored closely and more challenging learning opportunities are provided. Early intervention is received in order to make rapid progress to narrow any gaps Incidents of PP behaviour tracked showing a decline Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise.
C.	Implement attendance worker who monitors attendance of disadvantaged pupils weekly	Pupils’ attendance significantly improves term on term. Persistence absence decreases. EWO & school staff (Pastoral and Office) actively works with families to improve attendance. The gap between the schools’ and National attendance figures closes.

D.	Improve attainment of high ability disadvantaged pupils including interaction with homework	Higher Attaining PP pupils are monitored closely and more challenging learning opportunities are provided for them. A higher % of HA PP pupils achieve above the expected standard at the end of EY, KS1 and KS2.
E.	Provide in house Speech and Language therapy for disadvantaged pupils	Communication and speech improves for disadvantaged children leading to improvement in outcomes and attainment.

4. Planned expenditure					
Academic Year	2024/2025				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A . Accelerate the progress of pupils entitled to Pupil Premium (PP) funding in Reading, Writing, Maths and Phonics.	- Targeted small-group teaching and interventions in R, W, M & Phonics, delivered in addition to the timetabled curriculum, incorporating Adaptive teaching to support attainment for vulnerable groups. - Precision teaching strategies and SEND-specific resources (e.g. Word Wasp, Toe by Toe, Spelling Bee). - HLTAs deployed to support teaching in Year 6 to release class teachers for interventions (2 days per week per class). - Purchase of Book Wizard and Accelerated Reader (AR) books to engage all reading levels (0.5–2). - TT Rock Stars and homework clubs for PP children. - Additional CPD for support staff (Speech & Language, SEND)	- EEF research demonstrates that small-group interventions led by skilled staff have a significant positive effect on pupil outcomes. - Sutton Trust (2011) identifies high-quality teaching as especially impactful for disadvantaged pupils, with effective teaching adding up to 25–45% of a school year’s progress.	- PP pupil progress and engagement monitored through lesson observations, book scrutiny and data analysis. - Intervention timetables reviewed termly. - Subject leaders (English, Maths & SENDCO) and PP SLT track progress of PP pupils via provision mapping. - Regular staff CPD ensures consistent delivery of high-quality support. - Identified children receive adaptative and precise teaching confidence of teaching staff to use a range of adaptive teaching strategies linked to RADY(Raising Attainment of Disadvantage youngers programme) in Y3. - Monitoring of teaching shows a range of adaptive teaching strategies are being implemented	TAs and certain class teachers (LC,SK,DS) to support interventions (SMc,SH, SE, EC, EA, SC, NG, DG) CE intervention work in Y3	Autumn 2 Spring 2 Summer 2 £2000 for BW books £1000 Send Resources (ie Word Wasp, Toe by Toe, Spelling Bee, wobble cushions, pencil grips, fiddle toy)
					TA costs £112 628s)

B. Raise the profile of disadvantaged pupils and address behaviour, social, and emotional barriers to learning through personalised support.	• Part-fund Nurture Worker and TA to deliver structured sessions that build self-esteem, confidence, and positive behaviours for learning. • Pastoral Worker and Nurture Team to engage parents before interventions begin. • EP/SENs team involvement to support outcomes for PP children. • Financial support for uniforms, educational visits, extracurricular clubs, and Breakfast/After-School Clubs. • Ongoing identification of PP pupils and early targeted intervention through the Pastoral Support Team (PST) and increased focus of Disadvantaged children via the RADY programme. (Raising Attainment of Disadvantage youngsters) • Homework club (Years 3–6) specifically targeted at PP pupils.	• EEF and statutory guidance highlight the impact of early, targeted social–emotional interventions on overcoming barriers to learning. • Boxall profiling supports the importance of addressing emotional needs early, rather than providing generic support at end-of-key-stage points. • Research links improved social–emotional development with better academic outcomes and engagement.	• Nurture and Pastoral preventative / early intervention to maintain detailed records and progress notes, by monitoring the impact of interventions and improvements in behaviours, translating into improved attainment of disadvantage pupils, including identification of pupils eligible for PP.(including ELSA) • Boxall profiles updated termly to assess impact. • EP/SENs consultations and CPD provided to staff to strengthen internal capacity and ensure provision provided is consistent. • Progress monitored through attendance, engagement, and attainment data. • Parent engagement tracked via PST records and WEDUC communication logs.	CE CS TB RB DG JM	Ongoing • Part CS / Family Worker salary • £100 – Uniforms (Reception starters) • £500 – ASC & BC subsidy • £3,000 – Educational visits and sports clubs • £1,000 – Extracurricular resource packs • £3,000 – EP/SENS visits and advice • Part RB/JM salary Total: £18,420
					Costs £18420
C. Improve the attendance and punctuality of disadvantaged pupils through consistent monitoring, early intervention, and strong parental engagement.	• Appointment of Attendance Worker to monitor attendance of disadvantaged pupils weekly. • Pastoral team to follow up promptly on absences through first-day response. • Liaison between Pastoral Team, EWO, and families to address barriers to attendance. • Parents informed of the impact of term-time absence using WEDUC communication platform. • Weekly rewards and termly prizes to recognise improved attendance and punctuality. • Use of CPOMS to track attendance patterns and late collections. • Attendance team to meet with families requesting term-time leave to discuss implications and procedures.	• DfE and EEF evidence consistently identify improved attendance as a key driver of improved attainment. • Strong communication with parents and early intervention by dedicated attendance staff can significantly reduce persistent absence, including statutory information regularly updated for parents. • Positive reinforcement strategies (such as rewards and recognition) effectively sustain high attendance rates.	• Weekly monitoring of attendance, punctuality, and follow-up actions recorded on CPOMS and WEDUC. • Regular meetings with the LA and EWO to review attendance patterns and intervene early. • Attendance data reported termly to SLT and governors. • Attendance rewards reviewed termly for impact. • Continuous parental engagement through attendance letters, phone calls, and meetings.	ES/IB/ TB	Ongoing • Part funding for Attendance Staff (IB & TB salaries, including EWO salary) • £1,000 – Weekly attendance rewards • £2,000 – Termly attendance prizes Total: £34,002
Total budgeted cost					£165 050

(ii) Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve attainment and progress of high-ability disadvantaged pupils, ensuring challenge and engagement lead to greater proportions achieving Greater Depth Standard (GDS).	- Weekly small-group challenge interventions in Reading, Writing, and Maths to extend higher attainers, by implementing the LA RADY(Raising Attainment of Disadvantage youngers programme) in Y3. - Targeted CPD for staff to develop effective challenge and differentiation strategies. - Tracking and monitoring of GDS PP pupils to ensure appropriate provision and sustained progress. - Identification and removal of barriers to learning for individual high-attaining PP pupils. - Increased parental engagement to promote aspiration and support home learning.	- EEF evidence confirms that small-group teaching led by highly trained staff accelerates progress, especially when focused on higher-order skills. - Targeted challenge and structured feedback help close the gap between PP and non-PP high achievers. - Research shows that clarity of expectation and parental engagement positively impact attainment.	- Termly review of provision maps to evaluate entry and exit data for GDS PP pupils. - Pupil progress meetings to identify next steps and ensure stretch in all core areas, which in turn reflects the attainment gap diminishing between disadvantage children and all. - Lesson observations and book scrutiny to ensure challenge is embedded across the curriculum. - Regular parental contact and progress updates to strengthen home–school partnership. - Ongoing evaluation/ monitoring of intervention impact via summative and formative assessment data, reflecting and increased expectation and support in place.	CE TA Support	Ongoing via RADY action place
					Costs £56 770

E. Improve communication and speech for disadvantaged pupils to enhance literacy development, attainment, and overall progress.	• Provide personalised Speech and Language Therapy (SALT) for identified disadvantaged pupils. • Delivery through 1:1 and small-group sessions, including in-class and home-based strategies. • Regular liaison between the SALT therapist, class teachers, and parents to ensure consistent support. • Ongoing review of progress and inclusion of evidence in EHCP applications where appropriate. • TA-led follow-up activities to reinforce strategies throughout the week.	• Integrated Treatment Services (ITS) and national studies confirm that targeted SALT significantly improves communication outcomes. • OFSTED (2021) highlights the importance of developing literacy and communication skills from an early age to close attainment gaps. • Research shows that children with poor language at age five are more likely to have lower attainment by age seven; early intervention can prevent widening gaps.	• Speech and Language Therapist (Magic Words) to assess and deliver interventions for targeted pupils. • Individual and group progress tracked termly through SALT reports. • Regular meetings between SALT therapist, class teachers, and SENCo to review effectiveness. • TA support embedded within classrooms to reinforce therapeutic strategies. • Evidence from sessions used to inform EHCP applications and individual provision mapping.	Magic words SALT therapist – TCR	• Part funding of SALT therapist salary (Magic Words) Costs £4180
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Total budgeted cost

£226 000

5. Review of expenditure

Previous Academic Year

2024 2025

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A .To accelerate the progress of pupils entitled to Pupil Premium funding	Small group teaching in R, W, M & Phonics(where applicable) intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies and specific SEND known resources)	Attainment data YR-R-68% W-54% M -63% <u>PP</u> R-14% W-13% M -14% Y1- R-60% W-50% M-50% <u>PP</u> R-17% W-12% M-15% Y2 R-74% W-55% M-74% <u>PP</u> R-26% W-14% M-24% Y3 R-64% W-60% M-66% <u>PP</u> R-24% W-24% M-28% Y4 R-73% W-51% M-69% <u>PP</u> R-32% W-22% M-31% Y5 R- 73% W-54% M-61%	Precise Teaching throughout the year had an impact with PP chn in all areas and data indicated progress. PP cohort access to technology in order to use TTRS with staff members during their lunch break	£ 41 510 £47590 £2500 £3500

		<u>PP R- 28% W-16% M-25%</u> Y6 R-65% W-61% M-58% <u>PP R-35% W-28% M-35%</u>		
B. To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support)	Part funding salary of Nurture worker to deliver: Sessions to build self-esteem and confidence of vulnerable pupils, to develop and maintain positive behaviours for learning and social interaction Identify needs and plan targeted intervention for vulnerable pupils, use of Pastoral worker and Nurture team to engage with parents before intervention begins. Engage support from EP/SENS team to support outcomes for PP children Provision of Cookery classes offered during the Spring term	Staff confidently knew who their PP children were and the provision they needed. PP children prioritised for lunchtime clubs	Most PP children preferred to attend lunch time homework club in KS2 for support with h/work. Further support is required for emotional support	Part CS salary £500 ASC and BC £3000 Educational visits and sports clubs
C. Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	Improve attendance and punctuality of disadvantaged pupils Family Workers to monitor pupils' attendance and punctuality and follow up quickly on absences. First day response provision.	Overall 92.05% PP Non PP Overall 94.6% Staff clear on procedures.	Keeping the profile of attendance at the forefront of all stakeholders (staff, children and parents) This approach yielded positive outcomes so will be continued throughout this financial year.	Part funding Salary attendance staff (FW and Admin support) £44 002 £2500
			Total budgeted cost	£97 600
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

D. Improve attainment of high ability disadvantaged pupils	Support provided to enable staff to provide Challenge for achieving GDS for disadvantaged pupils	Adjustments to class teaching and support	This was impacted by the needs of the lower end support for PP Children Use of Provision map and monitoring of data Evidence in books Support for PP children	TA Support Interventions Teacher groups in Y6 Costs £61 770
E. Improve communication/speech leading to improved attainment and progress.	Provide personalised Speech and Language therapy for disadvantaged pupils	Due to support offered and implemented, reports and advice and can implemented in class and use for EHCP applications (7 submitted and 5 agreed-3 PP children)	Use SALT for groups of children for wider impact effect TAs to implement advice/support throughout the week	Magic words SALT therapist Part SALT therapist salary Costs £4180

School Context

Our school is committed to ensuring that all pupils, irrespective of their background or challenges, make excellent progress and achieve high standards across the curriculum. The Pupil Premium funding is used strategically to remove barriers to learning, enhance teaching quality, and provide targeted support that enables disadvantaged pupils to reach their full potential.

Pupil Premium Funding Overview (2024–2025)

Total Pupil Premium Allocation: £226,000

Number of Eligible Pupils: 155 pupils

Academic Year Covered: 2024–2025

Date of Next Review: July 2025

Key Barriers to Learning

- Limited access to language-rich experiences and vocabulary development.
- Lower levels of oral communication and speech development.
- Social, emotional, and behavioural challenges affecting engagement and readiness to learn.
- Attendance and punctuality issues among a small cohort of pupils.
- Reduced parental engagement and lower home-learning participation.

Desired Outcomes

1. Accelerate academic progress and close attainment gaps in Reading, Writing, and Maths.
2. Enhance social, emotional, and behavioural development to improve readiness to learn.
3. Improve attendance and punctuality for disadvantaged pupils.
4. Provide challenge and aspiration for high-attaining disadvantaged pupils.
5. Strengthen early communication and language development.

Summary of Planned Spending (2024–2025)

Priority Area	Focus	Planned Spend
A. Accelerating Academic Progress	Targeted teaching, interventions, SEND support	£115,628
B. Behaviour, Emotional & Social Support	Nurture, pastoral support, enrichment opportunities	£18,420
C. Attendance & Engagement	Attendance monitoring, rewards, family liaison	£34,002
D. Challenge for High-Attaining Pupils	Staff CPD, focused intervention, parental engagement	£56,770
E. Speech, Language & Communication	Specialist therapy and staff training	£4,180
Total Planned Expenditure		£226,000

Monitoring and Review

Impact is reviewed termly through:

- Pupil progress meetings and attainment tracking.
- Lesson observations and work scrutiny focusing on disadvantaged pupils.
- Attendance analysis and behaviour monitoring.
- Regular reporting to Governors and SLT.
- Pupil and parent feedback to evaluate engagement and support effectiveness.

Evaluation of Previous Strategy (2024–2025)

Summary of Impact

- **Academic Progress:** Most year groups demonstrated improved attainment. Precise teaching interventions contributed to measurable progress across PP cohorts.
- **Social and Emotional Development:** Nurture provision effectively supported vulnerable pupils; staff were confident in identifying PP needs and providing targeted provision.
- **Attendance:** Improved attendance tracking and first-day response reduced persistent absence rates. Overall PP attendance reached 92.05% compared to 95.65% for non-PP pupils.
- **Speech and Language:** SALT interventions supported early identification of needs, with measurable improvements and successful EHCP applications for several pupils.

Key Lessons Learned

- Structured and consistent intervention planning yields stronger outcomes.
- Continued focus on emotional wellbeing and family engagement is essential to sustain progress.
- High-quality teaching remains the most powerful driver of improvement for disadvantaged pupils.
- Ongoing staff CPD is required to maintain consistent challenge for higher attainers.