

Pimperne Primary School

Pupil Premium Strategy Statement

2025-2026

This statement details our school's use of pupil premium (and recovery 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	184
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	1/9/2023
Date on which it will be reviewed	July 2026
Statement authorised by	J Torrance (Chair of Governors)
Pupil premium Lead	Mrs F Waller
Governor Link	Mrs C Brannigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26) FSM, Forces, PLAC/LAC	£44,565
*Recovery premium funding allocation this academic year	£0
HM Forces Allocation	£included above
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£44,565



Pimperne Primary School

Part A: Pupil Premium Strategy Plan

Statement of intent

We would like every child to enter school each day ready to learn, but we recognise that some children and families require support to achieve this. We focus on building relationships between school, the child and the family so that we can identify and break down barriers to learning and wellbeing. We recognise that for a child to be ready to learn we must work in partnership with both families and support agencies from the local community.

Our focus will be on each and every child to receive quality first teaching and precision in identifying gaps, this includes on-entry gaps in Early Years. Teaching will be adaptive and opportunities to close the attainment gap will be tirelessly sought by all staff within the school. We will identify gaps early in the child's time at our school and provide a curriculum that will meet their needs.

Our intention to provide a broad, balanced and ambitious curriculum alongside our vision statement that 'As each one does their part, we grow in love'. Our school curriculum and provision drives our commitment to not only enrich the cultural capital of each child, but the emotional intelligence and resilience in life and learning skills, so that each child may grow holistically.

Our Pupil Premium Strategy Plan is to provide a quality first teach approach in order that all children receive our planned school curriculum offer, as a minimum expectation. Our school generally has lower than National Pupil Premium.

We feel it is essential to ensure adults are able to support teaching, learning and necessary interventions within the classroom – where at all possible. Our teaching assistants work very closely with the class teacher, and most are qualified to lead teaching and all are able to support the learning intentions. It is common for either the teacher or teaching assistant to alternate leading small group support, to ensure that PP children make at least good progress across the curriculum.

Interventions can include: Phonics, ELSA, TIS, Maths, English and Speech and Language. Assessment assures that where pupils have gaps they become a focus and pupil progress is monitored at regular teacher/SLT meetings to ensure the QFT and actions are having an impact and revised according to the needs of the children and progress made. Internal tracking of PP, using both formative and summative assessment ensures an ability to determine next steps.



Challenges

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

Challenge number	Detail of challenge
1	Reading and Phonics Assessments and observations, indicate disadvantaged pupils generally have greater difficulties with reading than their peers. At the end of Y1 in 2024-5 50% of disadvantaged children did not pass the PSC. 75% of Y2 children who are disadvantaged did not pass the retake PSC. (All SEND) 50% of children who are disadvantaged in EYFS did not achieve their word reading early learning goal in summer 2024
2	Anxiety and social behaviours Our assessments, observations and discussions with pupils and families have identified some social and emotional issues for some pupils, notably on coming into school and appropriate social interactions with peers during unstructured times of the school day. These challenges particularly seem to affect disadvantaged pupils (approx. 66% of PP across the school), including impacting on their attainment. Some pupils have entered school with families reporting anxieties / disengagement from relationships /poor concentration and self-regulatory skills / attachment concerns or low self-confidence/low self-esteem and this creates an extra challenge for the children to tackle a curriculum that requires a high level of resilience. Challenges are observed in the children's ability to act within a sociably acceptable boundary, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate.
3	Attendance Attendance for Pupil Premium children is not stable and can be lower than non-pupil premium children, making it more difficult to address gaps in learning. Our attendance data over the last academic year indicates that attendance among disadvantaged pupils have a greater probability of being persistently absence, especially in Key Stage 1. This impacts on reading and the rest of the curriculum as well as mental health and well-being. Approx 48% of PP pupils had poor attendance and 40% were persistent absentees. Our assessments and observations indicate that children struggle to thrive in school if their attendance is below 95%.



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 improve reading attainment among disadvantaged pupils.	90% of pupils to pass the PSC at the end of Y1 by the end of the academic year 2025/2026. 95% by 26/27. 100% of PP pupils who did not pass the screener in Y1 to pass the PSC retake in Y2 by the end of the academic year 2026/2027
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, around anxiety and social behaviours.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from PP pupil voice, student and parent surveys and teacher observations • a significant reduction in anxiety in children coming into school. • a broader class understanding of plans that can be class based to support anxiety and behaviours. • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the overall absence rate for all pupils being lower than the national absence rate for Primary schools (which is currently 4.2%) • Unauthorised absentee rates to be below 1% • To reduce the persistent absence rate for disadvantaged pupils below 5%.



Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above. Yearly Milestones and monitoring strategies to help ensure that the school's Pupil Premium strategy is effectively implemented and that progress is tracked and adjusted as necessary

Actions:	Challenge number(s) addressed	Dates
Implement the Little Wandle Phonics Programme with fidelity.	1 - Reading	2024-2025
Conduct baseline assessments for all pupils, focusing on disadvantaged pupils.	1 - Reading	2025-2026
Targeted phonics sessions (Keep Up and Catch Up) for pupils needing additional support	1 - Reading	2025-2026
Conduct initial pupil observations and reporting and determine actions / provision that can be offered	2 – Anxiety	2025-2026
Establish a staff response to provide for school entry and aligned response to behaviours	2 – Anxiety	2025-2026
Build on the holistic understanding of pupils and families	3 - Attendance	2025-2026



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

Increase in PP children attended extra-curricular activities than in previous years.
 Increase in PP children took up musical instruments / lessons than in previous years.
 100% of PP children took part in school trips / educational visits
 All PP children leaving (in Year 6) were able to swim 25m by the end of Year 6.

PP related outcomes 24-25

24-25 PP achievement	Reading	Writing	Maths	Times Tables Check (Y4 only) Above 20/25 marks	Phonics (Y1 & 2 only)	Attendance (National 96%)
YR: GLD	50%	50%	75%			77.9%
1	50%	50%	50%		50%	85.1%
2	33%	33%	33%		25%	74.1%
3	75%	50%	75%			97.1%
4	50%	17%	50%	50%		91.3%
5	100%	100%	100%			95%
6	75%	100%	50%			95%

End of KS2 Pupil Premium data 24-25

% of PP that achieved the Expected Standard or above	Reading	Writing	EGPS	Maths
	75%	100%	50%	50%

Externally provided programmes

Included are the names of any non-DfE programmes that are used, that our pupil premium (or recovery premium) funded in the previous academic year.

Programme	Provider
Pira and Puma	NTS
Hamish & Milo	Hamish & Milo Wellbeing Resources
Friendship Terrace	Black Sheep Press
Sumdog	Online Platform



Pimperne Primary School

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Included in the Pupil Premium Actions above.

Focus of support is tailored to individuals (predominantly around SEMH).

The impact of that spending on service pupil premium eligible pupils

Anecdotal evidence from service families sharing gratitude and impact of the work of the school team for their child/children. Data included in the Pupil Premium Academic data above.

